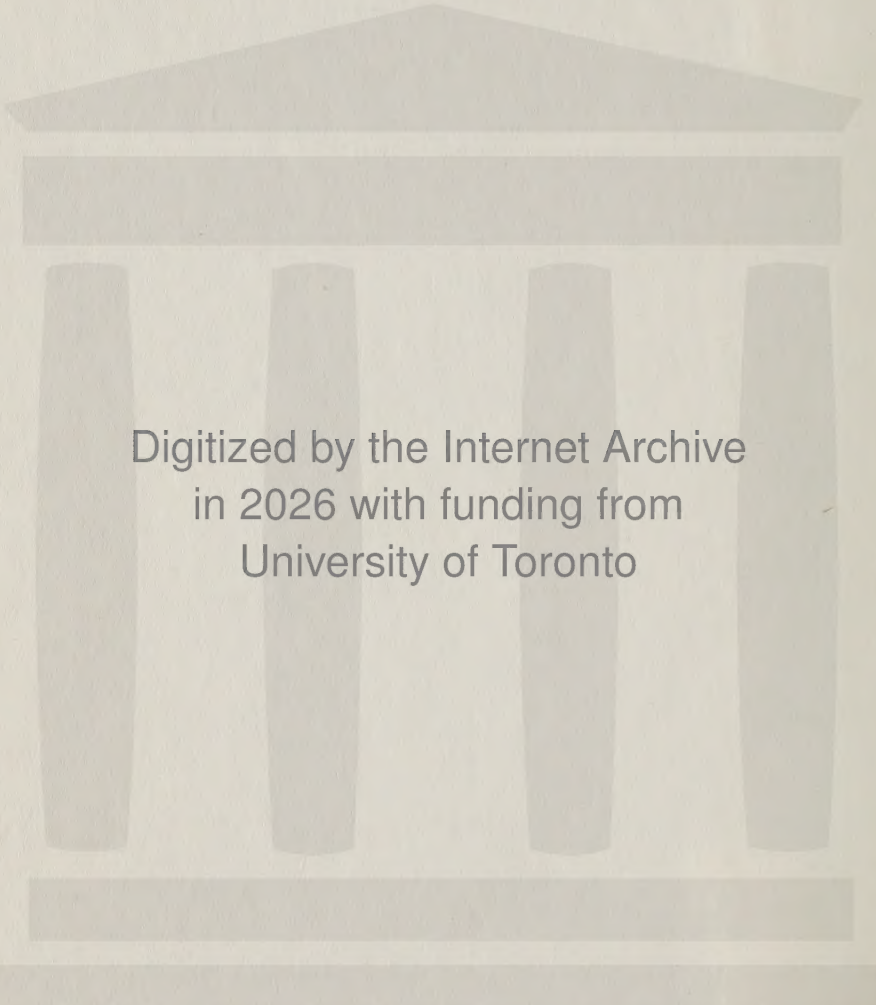




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THE

CALENDAR

OF THE

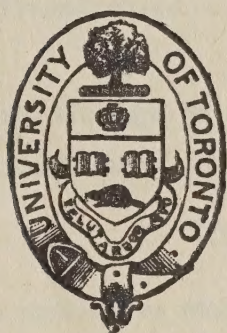
University of Toronto



ONTARIO COLLEGE OF EDUCATION
1920-1921.

UNIVERSITY OF TORONTO PRESS

THE
CALENDAR
OF THE
University of Toronto



ONTARIO COLLEGE OF EDUCATION
1920-1921.

ADMINISTRATIVE OFFICERS.

The University.

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Registrar</i>	JAMES BREBNER, B.A.
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<i>Librarian</i>	HUGH HORNBY LANGTON, M.A.
<i>Physical Director</i>	JAMES WARREN BARTON, M.D.
<i>Superintendents of Buildings and Grounds</i>	{ COLIN GRAHAM CAMPBELL, B.A. ARTHUR D'ORR LEPAN, B.A.Sc.
<i>Manager of University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

Ontario College of Education.

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1920

CALENDAR

1920

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	5 12 19 26	Mon.	2 9 16 23 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..
MAY		JUNE		JULY		AUGUST	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	6 13 20 27	Tues.	3 10 17 24 31
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	5 12 19 26
Mon.	6 13 20 27	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29	Mon.	6 13 20 27
Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30	Tues.	7 14 21 28
Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29
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Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31
Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..

1921

CALENDAR

1921

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	6 13 20 27	Sun.	3 10 17 24 ..
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	7 14 21 28	Mon.	4 11 18 25 ..
Tues.	4 11 18 25 ..	Tues.	1 8 15 22	Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..
Wed.	5 12 19 26 ..	Wed.	2 9 16 23	Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..
Thur.	6 13 20 27 ..	Thur.	3 10 17 24	Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..
Fri.	7 14 21 28 ..	Fri.	4 11 18 25	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..
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CALENDAR, 1920-21.

- 1920—July 6.....Summer Session begins.
 Aug. 6.....Summer Session closes.
 Sept. 27.....Registration begins.
 Sept. 28.....The Opening Address by the President to the
 students of all the Faculties and Colleges at 3 p.m.
 in Convocation Hall. Autumn Term begins. } to
 Sept. 28.....Opening Lecture at 10 a.m. in the Assembly Hall of
 the Ontario College of Education.
 Sept. 30.....Meeting of Council.
 Nov. 4.....Meeting of Council.
 Dec. 2.....Meeting of Council.
 Dec. 17.....Last day of Lectures. Term ends at 12 noon.
 Dec. 17.....Railway certificates issued at 12 noon.
- 1921—Jan. 4.....Winter Term begins.
 Jan. 6.....Meeting of Council.
 Feb. 3.....Meeting of Council.
 Mar. 4.....Meeting of Council.
 April 1.....Spring Term begins.
 April 6.....Meeting of Council.
 May 4.....Meeting of Council.
 June 7.....University Commencement.
 June 17.....Session closes.

March 27 Easter Sunday

Laura E. Beckley, B.A.

Lecturer in Household Science

50 Rossmore

A. S. Reid Robertson

Lecturer in Household Science

49 Hazelton

ONTARIO COLLEGE OF EDUCATION

1920-1921.

President: SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D.,
D.LITT.

Dean.....WILLIAM PAKENHAM, B.A., LL.D.

Secretary.....

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Professor of Education and Headmaster of The University Schools.
310 Roncesvalles Avenue.

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Professor of Education. 22 Hilton Avenue.

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*Assistant Professor of Education and Chief Instructor in Elementary
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158 Delaware Avenue.

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*Assistant Professor of Methods in Science and Chief Instructor in
Science in The University Schools.* 38 St. Clair Avenue East.

JOHN THOMAS CRAWFORD, B.A.,
*Assistant Professor of Methods in Mathematics and Chief Instructor
in Mathematics in The University Schools.* 168 Walmer Road.

WILLIAM CHALMERS FERGUSON, B.A.,
*Assistant Professor of Methods in French and German and Chief
Instructor in French and German in The University Schools.*
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GEORGE MALLORY JONES, B.A.,
*Assistant Professor of Methods in English and Chief Instructor in
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JAMES WARREN BARTON, M.D.,
Instructor in Physical Training. 318 Palmerston Boulevard.

WILLIAM JAMES DUNLOP, B.A.,
Managing Director of THE SCHOOL. 32 Palmerston Gardens.

FRANK HALBUS, B.A.,
*Lecturer in Music and Instructor in The University
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SAMUEL WALTER PERRY, B.A.,
*Lecturer in Art and Commercial Work and Chief Instructor in Art
and Commercial Subjects in The University Schools.*
406 Brunswick Avenue.

ALLEN NELSON SCARROW,
*Lecturer in Manual Training and Instructor in The University
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Macpherson Walter Ernest, B.A., LL.B.,
Genl. Papeen Editor of THE SCHOOL
and Librarian

~~GEORGE NEVILLE BRAMFITT, B.A.,~~	
~~Instructor in The University Schools.~~	~~35 Munro Park Avenue.~~
JOHN OLIVER CARLISLE, M.A.,	
Instructor in The University Schools.	111 Durie Street.
GEORGE ALTON CLINE, M.A.,	
Instructor in The University Schools.	379 Huron Street.
ERNEST LE ROY DANIHER, B.A.,	
Instructor in The University Schools.	26 Page Street.
HORACE ALEXANDER GRAINGER, B.A.,	
Instructor in The University Schools.	25 Westmount Avenue.
DOUGLAS EWART HAMILTON, M.A., D.Paed.,	
Instructor in The University Schools.	2 Dalton Road.
JOSEPH A. IRWIN,	
Instructor in The University Schools.	60 Grace Street.
~~HUGH BRYANS KILGOUR, B.A.,~~	
~~Instructor in The University Schools.~~	~~3 North Street.~~
WILLIAM JAMES LOUGHEED, M.A.,	
Instructor in The University Schools.	316 Indian Road.
NORMAN LESLIE MURCH, B.A.,	
Instructor in the University Schools.	27 Northcliffe Blvd. 10
THOMAS M. PORTER,	
Instructor in The University Schools.	64 Winchester Street.
WALTER LAWRENCE CHRISTIE RICHARDSON,	
Instructor in The University Schools.	83 Pine Crest Road.
WALTER H. WILLIAMS, M.A.,	
Instructor in The University Schools.	198 Glenholme Avenue.
JAMES G. WORKMAN, B.A.,	
Instructor in The University Schools.	Birch Cliff Post Office.

John Fair Van Every, B.A.

Instructor in The University Schools.

136 Wellington

THE ONTARIO COLLEGE OF EDUCATION.

GENERAL INFORMATION.

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science. It also offers courses for the B.Paed., and D.Paed. degrees. The courses of the Ontario College of Education are given during the Regular session, and the Summer Session.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model classrooms for observation and practice-teaching. So far as necessary this observation and practice-teaching is supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING.

Lodging and Board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from six dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar and one-half per week upwards, and board obtained separately at reasonable rates. A list of accredited boarding-houses is kept by the Secretary of the Ontario College of Education, the Secretary of the Young Men's Christian Association of the University, the Secretary of the Young Women's Christian Association, and the Dean of Annesley Hall. Students are recommended to consult these officers with reference to the selection of suitable accommodation. In addition to the University Residences and Dining Hall the following residences are also available: for men, Trinity College, St. Michael's College, Wycliffe College, Knox College; for women, Queen's Hall, Annesley Hall, South Hall, St. Hilda's College.

The Secretary of the Ontario College of Education will forward an accredited list of boarding-houses on request.

and the Secretary of the Christian Association of the University

COURSES.

The following courses are offered:

I. Courses for (1) Interim Ordinary High School, and High School Specialists' certificates, (2) Elementary certificates in Physical Culture and Art, (3) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. and D.Paed. degrees.

III. Courses under the Board of Graduate Studies for the degrees of M.A. and Ph.D.

The courses and regulations for Provincial certificates as defined herein are valid only for the year 1920-21.

I:

**COURSES FOR INTERIM ORDINARY HIGH SCHOOL AND
HIGH SCHOOL SPECIALISTS' CERTIFICATES, AND
ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE
AND ART.**

SESSIONS.

1. (1) Enrolment in classes of the session will begin Monday, September 27th, at 10 a.m., and the instruction will begin September 28th at 10 a.m. The Autumn Term will end Friday, December 17th, at 12 noon, and the Winter Term will begin Tuesday, January 4th, at 9 a.m. The Spring Term will begin April 1st, and end June 17th.

(2) Subject to the approval of the Minister of Education, candidates for Ordinary High School certificates who are required to re-attend may enter January 4th and remain until the close of the session in June.

DUTIES OF STUDENTS.

2. (1) All students are required to review, before the session opens, such Public and High School courses as are the academic bases of their professional courses in the Ontario College of Education.

(2) Regular attendance is indispensable, except for such students as are exempt from attendance under the regulations of the Department of Education, and for such other students as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in those schools of the Provincial system of Ontario for which their course of training is intended to fit them. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(3) (a) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session. The names of students found to be deficient in scholarship will be reported to the Dean before the Christmas vacation by the Masters in charge of the classes concerned.

(b) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

FEES.

3. (1) (a) The annual fee for the Course for Interim Ordinary High school certificates, which includes the library, gymnasium, and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates (with Specialists' certificates) when the examination is taken by students not in attendance, will be \$20.00, or \$5.00 for each of Parts II and III and \$10.00 for Part I, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All male students will also be required to become members of the Students' Administrative Council.

(b) When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

(c) As the courses for the Elementary certificates in Physical Culture and Art are obligatory parts of the course for Interim Ordinary High School certificates an additional fee is not required.

(2) All students exempt from attendance who are duly registered in the Course for Interim Ordinary High School certificates, and who pay a fee of \$10.00 (which will not in this case include the fee for examination) may receive from the staff of the Ontario College of Education such guidance in their courses as may be reasonably expected by such students.

STUDENT SOCIETIES.

4. Various religious, athletic, literary, and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS.

5. The answer papers of the final examinations of all unsuccessful candidates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

A.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL
CERTIFICATES.

PURPOSE.

6. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION.

7. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School certificate should make application not later than September 27th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1920.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3) (b), p. 11.)

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—A violation of this agreement will render the certificate invalid.

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts from a British university, after a regular university course approved by the Minister of Education as to standard and as to content of the undergraduate courses.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

TEXT-BOOKS.

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject. In certain cases, especially in the courses in methods, the instructor may require additional or alternative text-books. Reference books, source books, and encyclopaedias to supplement these text-books are free of access in the library of the Ontario College of Education.

PROGRAMME OF STUDIES.

9. The course of training for Interim Ordinary High School certificates consists of three Parts as follows:

Part I: The Principles of Education, Educational Psychology, School Management and Law, English (Grammar, Literature, Composition), Hygiene, History, Mathematics (Arithmetic, Algebra, Geometry), Geography, Latin, and any one of the following: French, German, Greek, Science (Elementary Science, Physics, Chemistry, Biology).

Part II: Reading, Physical Culture or Art, Vocal Music (optional).

Part III: Observation and Practice-teaching in the Lower and Middle Schools of the High Schools, with Observation in the Upper School of the High Schools.

MODIFICATION OF COURSES.

10. Students who hold Provincial professional certificates in Physical Culture will be exempted from the examinations thereon but will take the Observation and Practice-teaching therefor.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSES.

11. (1) The following introductory work will be taken up at the beginning of the session.

(a) Not more than 20 lectures upon the topics, *Introduction* and *General Method* in the course in the Principles of Education.

(b) A discussion of the functional value of each of the courses defined herein.

(c) Supervised Observation and Practice lessons, (about ten of each) in the different grades or forms of the Lower and Middle Schools of the High Schools.

(2) The instruction in the special methodology of the subjects of Parts I and II will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The programme of instruction, exclusive of Observation and Practice-teaching, will require about 20 lectures of 45 minutes each, weekly, during the session. These lectures will be distributed among the various prescribed courses approximately as follows: Principles of Education 50, Educational Psychology 50, School Management and Law 50, English 90, History 15, Geography 15, Mathematics 90, Latin 30, Hygiene 10, Reading 20, French and German 40, Greek 20, Science 40, Physical Culture 100, Art 100, Vocal Music 30.

(b) The courses in Mathematics, English, Physical Culture, Art, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 40 Observation lessons and 20 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.***OBSERVATION AND PRACTICE-TEACHING.**

12. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the instructors in the Ontario College of Education.

(2) The students will be divided into suitable groups, and the work of Observation and Practice-teaching will be taken up systematically per time-table arranged from time to time. So far as practicable that group to which the teacher-in-training belongs will be present at the discussion on his Observation and Practice-teaching lessons.

(3) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(4) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher concerned.

(5) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(6) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The instructors of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(7) (a) The necessary applications of the Principles of Education and Educational Psychology and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Principles of Education and Educational Psychology will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the instructors of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

EXAMINATIONS.

13. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Parts I and II: Principles of Education, Educational Psychology, School Management and Law, English, History, Mathematics, Geography, Hygiene, Latin, French, German, Greek, Science, Reading, Physical Culture, Art, Vocal Music.

Part III: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Parts I and II, and by the result of the records of the Observation and Practice-teaching of Part III.

(b) The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils, and such other examinations as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Parts I and II as have been completed in this term.

(d) At the examinations in Parts I and II, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Parts I and II will be 100. In all subjects except Reading, Physical Culture, Art, and Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Reading, Physical Culture, Art, and Vocal Music, a maximum of 60% of the marks will be assigned to the sessional records and 40% to the final written examinations. The marks assigned to Physical Culture and Art for the purpose of the course for Elementary certificates in Physical Culture and Art are given on pages 24 and 25.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES.

14. (1) A student who obtains 50% of the marks in each subject of Parts I and II and 60% of the aggregate of the marks in each of the divisions of Part III, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School certificate.

(2) A student who passes in Part III and fails in not more than four subjects of Parts I and II will be exempted from further attendance.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Parts I and II, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Reading, Physical Culture, Art, and Vocal Music for students exempt from attendance, will include both a practical and a written test, 40 marks being assigned to the written test and 60 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part III at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I and II in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Parts I and II at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Reading, Physical Culture, Vocal Music, and Teaching at Toronto.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(5) The conditions under which Elementary certificates in Physical Culture and Art will be awarded are defined on pp. 24-25.

DIPLOMAS.

15. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 7 (2), p. 14, may be awarded University diplomas.

B.

COURSES FOR HIGH SCHOOL SPECIALISTS'
CERTIFICATES.

PURPOSE.

16. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the Lower, Middle, and Upper Schools of the High Schools and Collegiate Institutes, in certain departments or subjects of the course of said Lower, Middle, and Upper Schools.

CONDITIONS OF ADMISSION.

17. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate, who holds an Ordinary High School certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

COURSES.

18. (1) Courses will be offered for Interim High School Specialists' certificates in Classics, English and History, Moderns and History, French and German, Mathematics, Mathematics and Physics, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

TEXT-BOOKS.

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS.

Subjects and Standards.

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises and tests, practical work, practice in valuing the answer-papers of pupils and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES.

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who have obtained 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and who have obtained 60% of the marks assigned to the Observation and the Practice-teaching, respectively, in the specialist department.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or, at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting High or Continuation School Inspector certifies, after due notification to such Inspector of the candidate's intention to become an applicant for a specialist's certificate.

C.

COURSES FOR ELEMENTARY CERTIFICATES IN
PHYSICAL CULTURE AND IN ART.

PURPOSE.

22. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION.

23. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

TEXT-BOOKS.

24. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES.

25. The details of the contents of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 44 and 48.

EXAMINATIONS.

26. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

(2) (a) The following is the scheme of examinations and tests in Physical Culture;

Written Examinations:

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 50, Swimming 50.

Forty per cent. of the marks in each of the practical examinations will be assigned to the sessional and sixty per cent. to the final tests.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour, painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES.

27 (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 40% of the marks for each subject, and 60% of the

aggregate of marks assigned to (i) the written and (ii) sessional and final practical tests, respectively, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) Elementary certificates in Physical Culture or Art will not be granted to candidates who are not also in regular attendance in the courses for Interim Ordinary High School certificates.

(c) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL, HIGH SCHOOL SPECIALISTS' CERTIFICATES AND ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

28. (1) The details given below include a statement of the contents of each of the subjects of the courses for Interim Ordinary High School and High School Specialists' certificates, and Elementary certificates in Physical Culture and Art. (2) The lists given below contain the names of books available for reference in the library of the Ontario College of Education. From time to time the instructors will give directions as to the use of these reference books. All candidates for Interim Ordinary High School certificates, however, should supply themselves with copies of the books whose titles appear in italics. In certain cases candidates will be recommended to supply themselves with additional or special books. The instructors concerned will make known the text-books to be used in the courses for Interim Specialists' certificates and Elementary certificates in Physical Culture and Art.

THE PRINCIPLES OF EDUCATION.

29. (1) Candidates for Interim Ordinary High School certificates will take the course outlined below.

(2) The following are the main topics of the course:

Introduction.—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of the following: Plato, Republic, Books I-IV; Quintilian, De Oratore; Vergerius, De Ingeniis Moribus; Milton, Tractate on Education; Locke, Some Thoughts concerning Education; Rousseau, Emile; Pestalozzi, How Gertrude Teaches Her Children; Herbart, The Science of Education; Froebel, The Education of Man; Spencer, Education—Intellectual, Moral and Physical; Dewey, Democracy and Education.

DETAILS OF COURSES

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Raymont: Principles of Education.

Ruediger: Principles of Education.

Adams (Ed.): The New Teaching.

Welton: What Do We Mean by Education?

EDUCATIONAL PSYCHOLOGY.

30 (1) Candidates for Interim Ordinary High School certificates will take the course outlined below.

(2) The following will form in the main the subject-matter of the course:

The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

Books of Reference:

Ontario Normal School Manual: Science of Education.

James: Talks to Teachers on Psychology.

Judd: Psychology.

Kirkpatrick: Fundamentals of Child Study.

McDougall: Psychology.

Pintner and Paterson: A Scale of Performance Tests.

Sandiford: Mental and Physical Life of School Children.

Terman: The Measurement of Intelligence.

Thorndike: Education, A First Book.

SCHOOL MANAGEMENT AND LAW.

31. Candidates for Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

DETAILS OF COURSES.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations in so far as they refer to the duties of school boards, teachers, and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manuals: School Organization and Management, History of Education.

Bagley: *Class Management.*

Landon: *Principles and Practice of Teaching and School Management.*

White: *School Management.*

DETAILS OF COURSES.

SPECIAL METHODS.

32. Having due regard to the certificate for which each student may be a candidate, the courses in Special Methods are intended to prepare him for his observation and practice-teaching in the various practice-schools of the Ontario College of Education and for his subsequent teaching in the schools of Ontario, by leading him to adjust his work in each subject to the principles of General Method. To this end each course in Special Method will be introduced by a few lectures on the application of the principles of General Method to the teaching of the special subject. The lectures which follow will deal with the topics that appear under each subject below, and in particular with the selection and organization of the subject-matter of said subject for the various Continuation, or High School forms and grades. In the illustration of the methodology those topics of the school courses which are most difficult of presentation will be emphasized. The principle of the correlation of studies will be one of the most important topics in each of the courses in methods. The lecturers will have always in view the provisions of the Ontario Continuation and High School courses of study.

READING.

33. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Introductory: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; a brief synopsis of the history of reading; the problems of reading as exemplified through present-day investigations.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g., "The Courtis Standard Test in Reading".

Books of Reference:

Ontario High School Reader.

Huey: *Psychology and Pedagogy of Reading.*

DETAILS OF COURSES.

LITERATURE.

34. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

The standards of good literature; its value in the High School course; the principles followed in Ontario and elsewhere in arranging literature courses for Continuation and High Schools; books suitable for intensive study in the various forms or grades of the Lower and Middle School; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; High School examinations in literature; supplementary reading in the High School, its importance, selection of books, testing of reading.

(3) The course in literature includes practical work in Reading.

Books of Reference.

Arlo Bates: Talks on the Teaching of Literature.

Bolenius: *Teaching Literature in the Grammar Grades and the High School.*

Carpenter, Baker, and Scott: The Teaching of English.

Chubb: The Teaching of English.

GRAMMAR.

35. Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools: The work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; advantages and limitations of the inductive method in teaching grammar in Continuation and High Schools; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

Books of Reference:

The Ontario High School Grammar.

Public School Manual: Grammar.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

DETAILS OF COURSES.

COMPOSITION.

36. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Introductory: The value of language training; the constructive and the interpretative phases of the study of English; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a High School course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the High School course; importance of oral composition; sources of material; class procedure.

Books of Reference:

Ontario High School Composition.

Public School Manual : Composition.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

HISTORY.

37. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

DETAILS OF COURSES.

*Books of Reference:**Public School Manual: History.*

Bourne: The Teaching of History and Civics.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

SEMINAR IN ENGLISH AND HISTORY.

38. (1) In addition to the courses in English and History for Interim Ordinary High School certificates, students in attendance who are candidates for Interim High School Specialists' certificates in English and History or in Moderns and History will take the seminar in English and History.

(2) The following are the main topics for discussion in the seminar:
ENGLISH:

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Bolenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Hosic: Reorganization of English in Secondary Schools (Bulletin No. 2, 1917, Bureau of Education).

Articles in "The English Journal".

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Allen: The Place of History in Education.

Johnson: The Teaching of History.

Keatinge: Studies in the Teaching of History.

Langlois and Seignobos: Introduction to the Study of History.

Dunn: Social Studies in Secondary Education (Bulletin No. 26, 1916, Bureau of Education).

Articles in "The History Teachers' Magazine".

DETAILS OF COURSES.

ARITHMETIC.

39. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Introductory: A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Books of Reference:

Public School Manual: Arithmetic.

McMurry: *Special Method in Arithmetic.*

Schultze: *The Teaching of Secondary Mathematics.*

Smith: *The Teaching of Elementary Mathematics.*

Suzzallo: *The Teaching of Primary Arithmetic.*

Young: *The Teaching of Mathematics.*

DETAILS OF COURSES.

ALGEBRA.

40 (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Books of Reference:

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Young: The Teaching of Mathematics.

GEOMETRY.

41. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

DETAILS OF COURSES.

The method of dealing with the more important propositions and exercises in the remainder of the authorized text.

Books of Reference:

- Schultze: The Teaching of Secondary Mathematics.
- Smith: The Teaching of Elementary Mathematics.
- Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

42. (1) In addition to the courses in Mathematics prescribed for the Interim Ordinary High School certificate, the student who is a candidate for an Interim High School Specialist's certificate in Mathematics will take the seminar in Mathematics as defined below, and the student who is a candidate for an Interim High School Specialist's certificate in Mathematics and Physics will take the seminar in Mathematics, together with such portions of the seminar in Science as the instructors therein may direct.

(2) The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

- Howell: A Foundation Study in the Pedagogy of Arithmetic.
- Fink: A Brief History of Mathematics.
- Schultze: The Teaching of Secondary Mathematics.
- Smith: The Teaching of Elementary Mathematics.
- Young: The Teaching of Mathematics.
- Articles in "School Science and Mathematics".

GEOGRAPHY.

43. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

DETAILS OF COURSES.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physical Geography; Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Andrew: *A Text-book of Geography.*

SCIENCE.

44. (1) Candidates for Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

DETAILS OF COURSES.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Biology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

45. (1) In addition to the course in Science prescribed for Interim Ordinary High School certificates, candidates for Interim High School Specialists' certificates in Science will take the seminar in Science.

(2) The following are the main topics for consideration in the seminar:

Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF COURSES.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

CLASSICS (LATIN AND GREEK).

46. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

DETAILS OF COURSES.

Books of Reference:

Bennett: The Teaching of Latin.
 Chickering and Hoadley: Beginner's Latin by the Direct Method.
 Crawford: On Pronouncing Latin.
 Hale: The Art of Reading Latin.
 Westaway: Quantity and Accent in the Pronunciation of Latin.
 Bristol: The Teaching of Greek.
 Thompson: Homeric Grammar.
 Goodwin: Greek Grammar.
 Goodell: Greek Grammar.
 Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

47. (1) In addition to the work in Classics required from candidates for Interim Ordinary High School certificates, students who are candidates for Interim High School Specialists' certificates in Classics will take the seminar in Classics.

(2) In the seminar in Classics topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
 Johnson: Pamphlets on the Teaching of Caesar and Vergil.
 Hale: Pamphlets on the Art of Reading Latin.
 Articles in the "Classical Journal".

FRENCH AND GERMAN.

48. (1) Candidates for Ordinary High School certificates will take the course as outlined. The instruction in this course will be based upon the French or the German language as the candidate may elect.

DETAILS OF COURSES

(2) The following are the main topics of the course:

Introductory: Importance of the study of a modern language; aims of the study; general instructions in regard to conducting classes with the purpose of helping the student to profit from observation lessons.

History of methods; consideration of methods formerly employed or still in vogue; the beginnings of modern language study; the Grammar method; the Natural method; the Reading method; the Psychological method of Gouin; the Direct method as used at present in Great Britain and other countries.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; the international phonetic alphabet; phonetic texts and dictionaries; drill in pronunciation; oral work; conversation.

Elementary Classes: Classes conducted without a text-book; the study of sounds; conversation lessons; how to make use of the objects of the classroom, pictures, and drawings; value of unison work; variety and interest; dictation; note-books and their correction; books and pictures; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Special review lessons upon certain topics in Grammar as follows: (a) Elementary Grammar, covering the work done in the Lower School of the High School. (b) More advanced Grammar, covering the work done in the Middle School of the High School, or in Grade A or Grade B Continuation School.

Translation into English: when to introduce a Reader; the grammatical preparation necessary; idiomatic translation; methods of conducting the recitation. Special consideration of selected passages from the texts as follows: (a) the portion of the Reader usually studied in the Lower School of the High School, (b) the Authors prescribed for Junior Matriculation.

Advanced work to be based on models; free reproduction; original essays by the pupil; writing of letters; methods of correction; training in the use of the dictionary and of other aids.

DETAILS OF COURSES.

Bibliography: Students will be furnished with the addresses of the best houses which publish books of interest and value to the teacher. Lists will be given of the best books regarding grammar, oral work, pronunciation, manners, customs; dictionaries, and general literature.

Books of Reference:

Jespersen: How to Teach a Foreign Language.
 Brebner: Teaching of Modern Languages in Germany.
 Bahlsten: Teaching of Foreign Languages.
 Breul: Teaching of Modern Languages.
 Savory and Jones: Sounds of the French Language.
 Dumville: French Pronunciation.
 Vietor: German Pronunciation.
 Heath: Report of the Committee of Twelve.
 Bagster-Collins: The Teaching of German.

SEMINAR IN FRENCH AND GERMAN.

49. (1) In addition to the work in French or German required from candidates for the Interim Ordinary High School certificate, candidates for the Interim High School Specialist's certificate in French and German or in Moderns and History will take this seminar.

Having regard to conditions in the High Schools, the discussions in this seminar will have reference in the main to the French language and will be adjusted to the needs of the candidates whose academic courses included Spanish in lieu of German.

(2) The seminar will lay special stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

Bagster-Collins: German in Secondary Schools.
 Bahlsten: Teaching of Modern Languages.
 Brebner: Method of Teaching Modern Languages in Germany.
 Dumville: French Pronunciation.
 Geddes: French Pronunciation.
 Gouin: The Teaching and Studying of Languages.
 Jespersen: How to Teach a Foreign Language.

DETAILS OF COURSES.

Books of Reference.—Continued

Rippman: Elements of Phonetics.

Savory and Jones: Sounds of the French Language.

Sweet: Practical Study of Languages.

Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

50. (1) Candidates for Ordinary High School certificates may take this course.

(2) The course will be both practical and theoretical and will include:

Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor of each major key; transition to the dominant and sub-dominant (sharp and flat keys).

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems:

DETAILS OF COURSES.

Books of Reference:

- Cringan: The Educational Music Course.*
- Cringan: Teacher's Handbook of Tonic Sol-fa System.*
- Curwen: The Standard Course.
- Curwen: The Teacher's Manual.
- Hardy: How to Train Children's Voices.
- Mason: How to Teach the Staff Notation.
- Hulbert: Breathing for Voice Production.

SEMINAR IN HOUSEHOLD SCIENCE.

51. (1) Candidates for Interim High School Specialists' certificates in Household Science will take the seminar in Household Science.

(2) The seminar will deal with the following main topics: The relation of household science to the other subjects of the curriculum; the effect of the teaching of household science upon the life of the community; household science in the Public School, in the High and Technical Schools and in the University; accommodations and equipment for household science work in the various types of schools; courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

- Ontario Public School Manuals: Household Science for Rural Schools.*
- Household Management, Sewing.*
- Hutchinson: Food and Dietetics.
- Lincoln: The School Kitchen.
- McGlanfin: Handicraft for Girls.
- Wilson: Handbook of Domestic Science and Household Art.

HYGIENE.

52. (1) Candidates for Interim Ordinary High School certificates will take this course.

(2) The following are the main topics of the course:

School and Home Hygiene: School sanitation; home sanitation; common facts of bacteriology; general instruction for the detection of communicable diseases; provisions of the Ontario Public Health Act and Regulations so far as they refer to pupils, teachers, and school boards.

Personal Hygiene (with the necessary minimum of anatomy and physiology): Framework of the body; spinal curvature—its causes. Digestive system: foods; care of teeth; saliva. Physiology of respiration and circulation; skin and other depuratory organs; hair, nails, bathing, clothing, etc. Muscles: relation of exercise to health. Brain and nervous system; relation of mind to body; mental exercise; study; rules regarding mental work; irregular work and over-work; mental strain and worry. Effects of alcohol, tobacco, etc., on organs and functions.

DETAILS OF COURSES.

Physical Defects of the Eye: Affections of eyes due to improper school accommodations; colour blindness; tests for defective vision. Ear, nose, and throat troubles causing dullness in pupils; tests for defective hearing and breathing.

Accidents and Emergencies: First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstrokes and heatstrokes, burns; bandaging.

Books of Reference:

Ontario Public Health Act and Regulations.

Allen: Civics and Health.

Gulick: Hygiene Series.

Martin: The Human Body.

Health Series of Physiology and Hygiene.

PHYSICAL CULTURE.

53. (1) Candidates for Interim Ordinary High School Assistants' certificates will take this course or the course in Art. The course in Physical Culture includes the work for the Strathcona Grade B certificate.

(2) The following are the main topics of the course:

PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

DETAILS OF COURSES.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Corsan: At Home in the Water.

Chalif: Chalif Text-book of Dancing.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

ART.

54. (1) Candidates for Interim Ordinary High School certificates will take this course or the course in Physical Culture.

(b) The following are the main topics of the course:

DETAILS OF COURSES.

THEORY AND PRACTICE.

A. REPRESENTATION.

Drawing:

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

Blackboard Drawing:

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

Modelling:

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

Painting:

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

Design:

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

Lettering:

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

DETAILS OF COURSES.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual; Art.

Prang's Art Education for High Schools.

Crane: Line and Form.

Norton: Freehand Perspective and Sketching.

Hatton: Perspective.

Cross: Light and Shade.

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Dow: Composition.

Branch: Illustrated Exercises in Design.

Jackson: Lessons on Decorative Design.

Cross: Colour.

DETAILS OF COURSES.

Books of Reference:—Continued

Strange: Handbook of Lettering.

Caffin: A Guide to Pictures.

How to Study Pictures.

Taylor: Elementary Art Teaching.

Reinach: Apollo—Story of Art throughout the Ages.

Information as to the courses for (a) ordinary certificates in Household Science, (b) the degrees of B.Paed. and D.Paed., (c) the degrees of M.A. and Ph.D. is to be found in other calendars and will be forwarded on request.

THE
CALENDAR
OF THE
University of Toronto



ONTARIO COLLEGE OF EDUCATION
1921-1922

THE
CALENDAR
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University of Toronto



ONTARIO COLLEGE OF EDUCATION
1921=1922

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NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1921

CALENDAR

1921

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . 2 9 16 23 30	Sun. . . 6 13 20 27	Sun. . . 6 13 20 27	Sun. . . 3 10 17 24 ..
Mon. . . 3 10 17 24 31	Mon. . . 7 14 21 28	Mon. . . 7 14 21 28	Mon. . . 4 11 18 25 ..
Tues. . . 4 11 18 25 ..	Tues. . . 1 8 15 22	Tues. . . 1 8 15 22 29	Tues. . . 5 12 19 26 ..
Wed. . . 5 12 19 26 ..	Wed. . . 2 9 16 23	Wed. . . 2 9 16 23 30	Wed. . . 6 13 20 27 ..
Thur. . . 6 13 20 27 ..	Thur. . . 3 10 17 24	Thur. . . 3 10 17 24 31	Thur. . . 7 14 21 28 ..
Fri. . . 7 14 21 28 ..	Fri. . . 4 11 18 25	Fri. . . 4 11 18 25 ..	Fri. . . 1 8 15 22 29 ..
Sat. . . 1 8 15 22 29 ..	Sat. . . 5 12 19 26	Sat. . . 5 12 19 26 ..	Sat. . . 2 9 16 23 30 ..
MAY	JUNE	JULY	AUGUST
Sun. . . 1 8 15 22 29	Sun. . . 5 12 19 26	Sun. . . 3 10 17 24 31	Sun. . . 7 14 21 28
Mon. . . 2 9 16 23 30	Mon. . . 6 13 20 27	Mon. . . 4 11 18 25	Mon. . . 1 8 15 22 29
Tues. . . 3 10 17 24 31	Tues. . . 7 14 21 28	Tues. . . 5 12 19 26	Tues. . . 2 9 16 23 30
Wed. . . 4 11 18 25 ..	Wed. . . 1 8 15 22 29	Wed. . . 6 13 20 27	Wed. . . 3 10 17 24 31
Thur. . . 5 12 19 26 ..	Thur. . . 2 9 16 23 30	Thur. . . 7 14 21 28	Thur. . . 4 11 18 25 ..
Fri. . . 6 13 20 27 ..	Fri. . . 3 10 17 24 ..	Fri. . . 1 8 15 22 29	Fri. . . 5 12 19 26 ..
Sat. . . 7 14 21 28 ..	Sat. . . 4 11 18 25 ..	Sat. . . 2 9 16 23 30	Sat. . . 6 13 20 27 ..
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . 4 11 18 25	Sun. . . 2 9 16 23 30	Sun. . . 6 13 20 27	Sun. . . 4 11 18 25
Mon. . . 5 12 19 26	Mon. . . 3 10 17 24 31	Mon. . . 7 14 21 28	Mon. . . 5 12 19 26
Tues. . . 6 13 20 27	Tues. . . 4 11 18 25 ..	Tues. . . 1 8 15 22 29	Tues. . . 6 13 20 27
Wed. . . 7 14 21 28	Wed. . . 5 12 19 26 ..	Wed. . . 2 9 16 23 30	Wed. . . 7 14 21 28
Thur. . . 1 8 15 22 29	Thur. . . 6 13 20 27 ..	Thur. . . 3 10 17 24 ..	Thur. . . 1 8 15 22 29
Fri. . . 2 9 16 23 30	Fri. . . 7 14 21 28 ..	Fri. . . 4 11 18 25 ..	Fri. . . 2 9 16 23 30
Sat. . . 3 10 17 24 ..	Sat. . . 1 8 15 22 29 ..	Sat. . . 5 12 19 26 ..	Sat. . . 3 10 17 24 31

1922

CALENDAR

1922

JANUARY	FEBRUARY	MARCH	APRIL
Sun. . . 1 8 15 22 29	Sun. . . 5 12 19 26	Sun. . . 5 12 19 26	Sun. . . 2 9 16 23 30
Mon. . . 2 9 16 23 30	Mon. . . 6 13 20 27	Mon. . . 6 13 20 27	Mon. . . 3 10 17 24 ..
Tues. . . 3 10 17 24 31	Tues. . . 7 14 21 28	Tues. . . 7 14 21 28	Tues. . . 4 11 18 25 ..
Wed. . . 4 11 18 25 ..	Wed. . . 1 8 15 22 ..	Wed. . . 1 8 15 22 29	Wed. . . 5 12 19 26 ..
Thur. . . 5 12 19 26 ..	Thur. . . 2 9 16 23 ..	Thur. . . 2 9 16 23 30	Thur. . . 6 13 20 27 ..
Fri. . . 6 13 20 27 ..	Fri. . . 3 10 17 24 ..	Fri. . . 3 10 17 24 31	Fri. . . 7 14 21 28 ..
Sat. . . 7 14 21 28 ..	Sat. . . 4 11 18 25 ..	Sat. . . 4 11 18 25 ..	Sat. . . 1 8 15 22 29 ..
MAY	JUNE	JULY	AUGUST
Sun. . . 7 14 21 28	Sun. . . 4 11 18 25	Sun. . . 2 9 16 23 30	Sun. . . 6 13 20 27
Mon. . . 1 8 15 22 29	Mon. . . 5 12 19 26	Mon. . . 3 10 17 24 31	Mon. . . 7 14 21 28
Tues. . . 2 9 16 23 30	Tues. . . 6 13 20 27	Tues. . . 4 11 18 25 ..	Tues. . . 1 8 15 22 29
Wed. . . 3 10 17 24 31	Wed. . . 7 14 21 28	Wed. . . 5 12 19 26 ..	Wed. . . 2 9 16 23 30
Thur. . . 4 11 18 25 ..	Thur. . . 1 8 15 22 29	Thur. . . 6 13 20 27 ..	Thur. . . 3 10 17 24 31
Fri. . . 5 12 19 26 ..	Fri. . . 2 9 16 23 30	Fri. . . 7 14 21 28 ..	Fri. . . 4 11 18 25 ..
Sat. . . 6 13 20 27 ..	Sat. . . 3 10 17 24 ..	Sat. . . 1 8 15 22 29 ..	Sat. . . 5 12 19 26 ..
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Sun. . . 3 10 17 24	Sun. . . 1 8 15 22 29	Sun. . . 5 12 19 26	Sun. . . 3 10 17 24 31
Mon. . . 4 11 18 25	Mon. . . 2 9 16 23 30	Mon. . . 6 13 20 27	Mon. . . 4 11 18 25 ..
Tues. . . 5 12 19 26	Tues. . . 3 10 17 24 31	Tues. . . 7 14 21 28	Tues. . . 5 12 19 26 ..
Wed. . . 6 13 20 27	Wed. . . 4 11 18 25 ..	Wed. . . 1 8 15 22 29	Wed. . . 6 13 20 27 ..
Thur. . . 7 14 21 28	Thur. . . 5 12 19 26 ..	Thur. . . 2 9 16 23 30	Thur. . . 7 14 21 28 ..
Fri. . . 1 8 15 22 29	Fri. . . 6 13 20 27 ..	Fri. . . 3 10 17 24 ..	Fri. . . 1 8 15 22 29 ..
Sat. . . 2 9 16 23 30	Sat. . . 7 14 21 28 ..	Sat. . . 4 11 18 25 ..	Sat. . . 2 9 16 23 30 ..

CALENDAR, 1921-22.

- 1921—July 5.....Summer Session begins.
Aug. 5.....Summer Session closes.
Sept. 26.....Registration begins.
Sept. 27.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 27.....The Opening Address by the President to the
students of all the Faculties and Colleges at 3 p.m.
in Convocation Hall.
Sept. 29.....Meeting of Council.
Nov. 3.....Meeting of Council.
Dec. 1.....Meeting of Council.
Dec. 16.....Last day of Lectures. Term ends at 12 noon.
- 1922—Jan. 3.....Winter Term begins.
Jan. 5.....Meeting of Council.
Feb. 2.....Meeting of Council.
Mar. 4.....Meeting of Council.
Mar. 27.....Spring Term begins.
April 6.....Meeting of Council.
May 4.....Meeting of Council.
June 9.....University Commencement.
June 16.....Session closes.

ONTARIO COLLEGE OF EDUCATION

1921-1922.

President: SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D.,
D.LITT.

Dean.....WILLIAM PAKENHAM, B.A., LL.D.

Secretary.....

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168 Walmer Road.

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19 Hazelton Avenue.

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ALLEN NELSON SCARROW,

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26 Page Street.

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DOUGLAS EWART HAMILTON, M.A., D.Paed.,

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60 Grace Street.

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THOMAS M. PORTER,

Instructor in The University Schools.

64 Winchester Street.

WALTER LAWRENCE CHRISTIE RICHARDSON,

Instructor in The University Schools.

83 Pine Crest Road.

JOHN FAIR VANEVRY, B.A.,

 *Instructor in The University Schools.*

13 Wells Avenue.

WALTER H. WILLIAMS, M.A.,

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198 Glenholme Avenue.

JAMES G. WORKMAN, B.A.,

Instructor in The University Schools.

Birch Cliff Post Office.

THE ONTARIO COLLEGE OF EDUCATION.

GENERAL INFORMATION.

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., and D.Paed. degrees.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING.

Lodging and board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from six dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar and one-half per week upwards, and board obtained separately at reasonable rates.

The Secretary of the Ontario College of Education and the Secretary of the Christian Association of the University will forward accredited lists of boarding-houses on request.

COURSES.

The following courses are offered:

I. Courses for (1) Interim Ordinary High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Culture and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. and D.Paed. degrees.

III. Courses under the Board of Graduate Studies for the degrees of M.A. and Ph.D.

I.

COURSES FOR INTERIM ORDINARY HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS.

1. Enrolment in classes of the regular session will begin Monday, September 26th, at 10 a.m., and the instruction will begin September 27th at 10 a.m. The Autumn Term will end Friday, December 16th, at 12 noon, and the Winter Term will begin Tuesday, January 3rd, at 9 a.m. The Spring Term will begin March 27th and end June 16th.

DUTIES OF STUDENTS.

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

STUDENT SOCIETIES.

3. Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS.

4. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is

reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES.

PURPOSE.

5. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION.

6. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School Assistant's certificate should make application not later than September 26th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1921.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3), p. 10.)

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English and History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim Ordinary High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All male students will also be required to become members of the Students' Administrative Council.

TEXT-BOOKS.

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES.

9. (1) The course of training for Interim Ordinary High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) Students in attendance in the Interim Ordinary High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Culture *or* the course for the Elementary certificate in Art.

ORGANIZATION OF COURSE.

10. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 50, English 90, History 20, Geography 15, Mathematics 90, Latin 40, French or German or Greek 40, Science 40, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING.

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS.

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES.

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS.

14. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), p. 13, may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE.

15. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the High Schools and Collegiate Institutes, in certain departments or subjects of the courses of said Schools.

CONDITIONS OF ADMISSION.

16. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School Assistant's certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School Assistant's certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds an Ordinary High School Assistant's certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES.

17. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.***COURSES.**

18. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS.

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS.**Subjects and Standards.**

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

CERTIFICATES.

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

PURPOSE.

22. The course for First Class Public School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public, Separate, and Continuation Schools.

CONDITIONS OF ADMISSION.

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim Ordinary High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School Assistant's certificate.

FEES.

24. When an Interim First Class Public School course is taken concurrently with the course for an Interim Ordinary High School certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim Ordinary High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examinations of said course taken by one who already holds an Interim Ordinary High School Assistant's certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS.

25. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES.

26. (1) The course of training, which is supplementary to the course of training for Interim Ordinary High School certificates, consists of the following:

Part I: Reading, Spelling, Composition (including stories and biographies from History), Arithmetic, Algebra, Geometry, Latin, Science,

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Nature Study (including Geography), Writing, Music, Art, Hygiene, Physical Culture, Manual Training, and Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES.

27. (1) Students who take the Latin, Mathematics, Science, or Music of the Interim Ordinary High School Assistant's course will be exempted from the Latin, Algebra, Geometry, Science, or Music of the Interim First Class Public School course, but will be required to take the Arithmetic of said course.

(2) Students who hold Provincial professional certificates in Physical Culture, Writing, Music, Art, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim Ordinary High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Mathematics and Science, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Latin.

EXAMINATIONS.

28. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Provincial Normal Schools.

CERTIFICATES.

29. (1) (a) Subject to the conditions of Sec. 28 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim Ordinary High School Assistant's certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN
PHYSICAL CULTURE AND IN ART.

PURPOSE.

30. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION.

31. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

FEES.

32. As the course for the Elementary certificate in Physical Culture or in Art may be an obligatory part of the course for the Interim Ordinary High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS.

33. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES.

34. (1) The subjects of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 42-45.

(2) To the instruction in the subjects of the course in Physical Culture or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS.

35. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Culture:

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART--*Continued.**Written Examinations:*

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 100, Swimming 50.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour, painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES.

36. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 50% of the marks assigned to each subject, (i) the written and (ii) the sessional and final practical tests, respectively, or (b)

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS', AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

37. The topics of the subjects of the courses for Interim Ordinary High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Culture or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

38. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Raymont: *Principles of Education.*

Ruediger: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

39. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manuals: School Organization and Management, History of Education.

Bennett: School Efficiency.

Bagley: Class Management.

Landon: Principles and Practice of Teaching and School Management.

White: School Management.

ENGLISH.

40. (1) *Reading:* The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; method of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g., "The Courtis Standard Test in Reading".

(2) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive study in the various forms or grades of the schools; class treatment of such types of literature as the

DETAILS OF COURSES.

short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(3) *Grammar*.—Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools; the work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

(4) *Composition*.—Introductory: The value of language training; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the school course; importance of oral composition; sources of material; class procedure.

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Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Ontario High School Reader.

Public School Manual in Composition.

High School Manual in Composition.

Bolenius: The Teaching of Literature in Grammar Grades and the High School.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Clark: How to Teach Reading in the Public School.

Fairchild: The Teaching of Poetry.

Huey: Psychology and Pedagogy of Reading.

HISTORY.

41. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

Books of Reference:

Public School Manual: History.

Bourne: The Teaching of History and Civics.

Dunn: Social Studies in Secondary Education.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

SEMINAR IN ENGLISH AND HISTORY.

42. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

DETAILS OF COURSES.

Books of Reference:

Bolenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Tomkinson: *The Teaching of English.*

Lamborn: *The Rudiments of Criticism.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

(*Johnson: The Teaching of History.*)

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 26, 1916, Bureau of Education).

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

MATHEMATICS.

43. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

DETAILS OF COURSES.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of

DETAILS OF COURSES.

teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

44. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

45. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physical Geography; Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

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Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Andrew: *A Text-book of Geography.*

SCIENCE.

46. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of

DETAILS OF COURSES.

conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

- High School Manual: Suggestions for Teachers of Science.*
- Burlend: First Course in Biology.
- Gregory and Simmons: Lessons in Science.
- Twiss: Principles of Science Teaching.
- Lloyd and Bigelow: The Teaching of Biology.
- Smith and Hall: The Teaching of Chemistry and Physics.
- Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

47. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

- Davis: Natural History of Animals.
- Ganong: The Teaching Botanist.
- Ganot: Text-book in Physics.
- Kerner: Natural History of Plants.

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Books of Reference:—Continued.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

SEMINAR IN AGRICULTURE.

48. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Burkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Sanderson: Insects of Farm, Garden and Orchard.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture.

CLASSICS (LATIN AND GREEK).

49. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

DETAILS OF COURSES.

SEMINAR IN CLASSICS.

50. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal".

FRENCH AND GERMAN.

51. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

DETAILS OF COURSES.

Books of Reference:

- Bagster-Collins: The Teaching of German.
Bahlsen: Teaching of Foreign Languages.
Dumville: French Pronunciation.
Heath: Report of the Committee of Twelve.
Jespersen: How to Teach a Foreign Language.
Palmer: Scientific Study and Teaching of Languages.
Savory and Jones: Sounds of the French Language.
Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

52. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
Bahlsen: Teaching of Modern Languages.
Brebner: Method of Teaching Modern Languages in Germany.
Breul: Teaching of Modern Languages.
Dumville: French Pronunciation.
Geddes: French Pronunciation.
Gouin: The Teaching and Studying of Languages.
Gouris: Teaching by the Direct Method.
Jespersen: How to Teach a Foreign Language.
Kittson: Theory and Practice of Language Teaching.
Rippmann: Elements of Phonetics.
Savory and Jones: Sounds of the French Language.
Sweet: Practical Study of Languages.
Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

53. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

DETAILS OF COURSES.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Hulbert: *Breathing for Voice Production.*

Mason: *How to Teach the Staff Notation.*

SEMINAR IN HOUSEHOLD SCIENCE.

54. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; household science in the Public School, in the High and Technical Schools and in the University; accommodations and equipment for household science work in the various types of schools: courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

DETAILS OF COURSES.

Books of Reference:

- Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*
 Balderston: *Housewifery.*
 Baldt: *Clothing for Women.*
 Cooley, Winthell, Spohr, Marshall: *Teaching Home Economics.*
 Kinne: *Equipment for Teaching Domestic Science.*

PHYSICAL CULTURE.

55. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

Personal Hygiene.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

DETAILS OF COURSES.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: At Home in the Water.

ART.

THEORY AND PRACTICE.

56. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

DETAILS OF COURSES.

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

DETAILS OF COURSES.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

PURPOSE.

The course for Interim Ordinary certificates in Household Science prepares candidates therefor in the theory and art of organizing, governing, and instructing in Household Science the pupils of the Public, Separate, and High Schools of Ontario.

CONDITIONS OF ADMISSION.

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 26th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) A Second-Class or First-Class Public School or an Ordinary High School certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance, Faculty Entrance, or equivalent certificates under other names.

FEES.

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

COURSE OF STUDY.

The Course of Study for the Ordinary certificate in Household Science includes the following:

PART I

FOODS.

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING.

Selection.—Origin and manufacture of cotton, linen, wool, and silk; their properties and value in relation to their manufacture; identification of textile materials (names, widths, prices, uses).

Construction.—Handsewing (constructive processes applied to simple articles); use and care of sewing machine and its attachments; use of home and commercial patterns; cutting and making of simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home).

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.***ELEMENTARY APPLIED SCIENCE.**

Chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE.

Aims in teaching Household Science; scope of Household Science; relation to other subjects; methods of presentation in different types of schools; planning of courses; equipment; cost of lessons, etc. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS.

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES.

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY.

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREE OF BACHELOR OF PEDAGOGY (B.PAED.).

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or of one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

8. Candidates who registered under former regulations may (a) complete their courses under those regulations provided that they do so not later than May, 1923, or (b) transfer to the present courses. On application before May, 1923, credit may be given in the new courses for examinations taken under former regulations, provided the candidate has attended a Summer Session or its equivalent in the subject or subjects in which he seeks credit.

DEGREE OF DOCTOR OF PEDAGOGY (D.PAED.).

The degree of Doctor of Pedagogy (D.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or of one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer

Session will be exempted also from the attendance and examinations in one of the four subjects. Candidates who have been credited with one or more subjects of the B.Paed. course as defined in the regulations of 1921 will be exempted from the attendance and examinations in said subject or subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with five copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

8. Candidates registered under former regulations may (a) complete the examinations under those regulations provided that they do so not later than May, 1923 or (b) transfer to the present Courses. On application before May, 1923, a candidate may be given credit in the new Courses for examinations taken under former regulations provided he has attended a Summer Session or its equivalent in the subject or subjects in which he seeks credit.

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1922-1923

UNIVERSITY OF TORONTO



CALENDAR OF THE ONTARIO COLLEGE OF EDUCATION 1922-1923

ADMINISTRATIVE OFFICERS

THE UNIVERSITY

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<i>Registrar.....</i>	JAMES BREBNER, B.A., LL.D.
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<i>Warden of Hart House.....</i>	J. B. BICKERSTETH
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ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean.....</i>	WILLIAM PAKENHAM, B.A., LL.D.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1922

CALENDAR

1922

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	5 12 19 26	Sun.	2 9 16 23 30
Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	6 13 20 27	Mon.	3 10 17 24 ..
Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	7 14 21 28	Tues.	4 11 18 25 ..
Wed.	4 11 18 25 ..	Wed.	1 8 15 22 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..
Thur.	5 12 19 26 ..	Thur.	2 9 16 23 ..	Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..
Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..
Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..
MAY		JUNE		JULY		AUGUST	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30	Sun.	6 13 20 27
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31	Mon.	7 14 21 28
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 31
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	3 10 17 24	Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	3 10 17 24 31
Mon.	4 11 18 25	Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	4 11 18 25 ..
Tues.	5 12 19 26	Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	5 12 19 26 ..
Wed.	6 13 20 27	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..
Thur.	7 14 21 28	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..
Fri.	1 8 15 22 29	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..
Sat.	2 9 16 23 30	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..

1923

CALENDAR

1923

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	6 13 20 27	Tues.	3 10 17 24 ..
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
MAY		JUNE		JULY		AUGUST	
Sun.	6 13 20 27	Sun.	3 10 17 24 ..	Sun.	1 8 15 22 29	Sun.	5 12 19 26
Mon.	7 14 21 28	Mon.	4 11 18 25 ..	Mon.	2 9 16 23 30	Mon.	6 13 20 27
Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 31
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30
Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31
Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..

CALENDAR, 1922-23

- 1922—July 4 Summer Session begins.
Aug. 4 Summer Session closes.
Sept. 25 Registration begins.
Sept. 26 Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 26 The Opening Address by the President to the
students of all the Faculties and Colleges at 3 p.m.
in Convocation Hall.
Sept. 28 Meeting of Council.
Nov. 2 Meeting of Council.
Dec. 7 Meeting of Council.
Dec. 22 Last day of Lectures. Term ends at 12 noon.
- 1923—Jan. 9 Winter Term begins.
Jan. 11 Meeting of Council.
Feb. 1 Meeting of Council.
Mar. 3 Meeting of Council.
April 9 Spring Term begins.
April 12 Meeting of Council.
May 3 Meeting of Council.
June 8 University Commencement.
June 22 Session closes.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., and D.Paed. degrees.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model classrooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

UNIVERSITY REGULATIONS AS TO STUDENTS IN ATTENDANCE

The Students' Administrative Council has been entrusted by the Caput with supervision of the conduct of the students, and has power, subject to the approval of the Caput, to deal with violations of the regulations governing conduct.

Any student who may be convicted of having taken part in a parade or procession through the city which has not been authorized by the police authorities after application by the Executive of the Students' Administrative Council, will be severely disciplined.

All interference on the part of any student with the personal liberty of another by arresting him, or summoning him to appear before any unauthorized tribunal of students, or otherwise subjecting him to any indignity or personal violence, is forbidden by the Caput.

A student who is under suspension, or who has been expelled from a College or from the University, will not be admitted to the University buildings or grounds.

The constitution of every University society or association of students in the College of Education and all amendments to any such constitution

must be submitted for approval to the Council of the College. All programmes of such societies or associations must, before publication, receive the sanction of the Council of the College through the President. Permission to invite any person not a member of the faculty of the University to preside at or address a meeting of any society of association must be similarly obtained.

The name of the University is not to be used in connection with a publication of any kind without the permission of the Caput.

BOARD AND LODGING

Lodging and board are readily obtained in private boarding-houses within convenient distance of the University at a cost of from six dollars per week upwards for lodging with board; or, rooms may be rented at a cost of from one dollar and one-half per week upwards, and board obtained separately at reasonable rates.

The Secretary of the Ontario College of Education and the Secretary of the Christian Association of the University will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim Ordinary High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Culture and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. and D.Paed. degrees.

III. Courses under the Board of Graduate Studies for the degrees of M.A. and Ph.D.

I.

COURSES FOR INTERIM ORDINARY HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Monday, September 25th, at 10 a.m., and the instruction will begin September 26th, at 10 a.m. The Autumn Term will end Friday, December 22nd, at 12 noon, and the Winter Term will begin Tuesday, January 9th, at 9 a.m. The Spring Term will begin April 9th and end June 22nd.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

STUDENT SOCIETIES

3. Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

4. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and

the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES.

PURPOSE

5. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School Assistant's certificate should make application not later than September 25th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1922.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim Ordinary High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will also be required to become members of the respective Students' Administrative Councils.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim Ordinary High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) Students in attendance in the Interim Ordinary High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Culture *or* the course for the Elementary certificate in Art.

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 50, English 90, History 20, Geography 15, Mathematics 80, Latin 50, French or German or Spanish or Greek 40, Science 40, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE

15. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the High Schools and Collegiate Institutes, in certain departments or subjects of the courses of said Schools.

CONDITIONS OF ADMISSION

16. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School Assistant's certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School Assistant's certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds an Ordinary High School Assistant's certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

17. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

COURSES

18. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

CERTIFICATES

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

PURPOSE

22. The course for First Class Public School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public, Separate, and Continuation Schools.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim Ordinary High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School Assistant's certificate.

FEES

24. When an Interim First Class Public School course is taken concurrently with the course for an Interim Ordinary High School certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim Ordinary High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examinations of said course taken by one who already holds an Interim Ordinary High School Assistant's certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

25. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in *italics*.

PROGRAMME OF STUDIES

26. (1) The course of training, which is supplementary to the course of training for Interim Ordinary High School certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced,

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Culture, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

27. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim Ordinary High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim Ordinary High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Culture, Writing, Music, Art, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim Ordinary High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

28. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

29. (1) (a) Subject to the conditions of Sec. 28 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim Ordinary High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND IN ART.

PURPOSE

30. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION

31. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

FEES

32. As the course for the Elementary certificate in Physical Culture or in Art may be an obligatory part of the course for the Interim Ordinary High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

33. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

34. (1) The subjects of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 41-44.

(2) To the instruction in the subjects of the course in Physical Culture or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

35. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Culture:

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART--*Continued.*

Written Examinations:

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 100, Swimming 50.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

36. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 50% of the marks assigned to each subject of (i) the written and of (ii) the sessional and final practical tests, respectively, or (b) in

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS', AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

37. The topics of the subjects of the courses for Interim Ordinary High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Culture or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

38. *Introduction*.—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Raymont: *Principles of Education.*

Ruediger: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

39. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manuals: School Organization and Management, History of Education.

Bennett: School Efficiency.

Bagley: Class Management.

Landon: Principles and Practice of Teaching and School Management.

White: School Management.

ENGLISH.

40. (1) *Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; method of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, *e.g.*, "The Courtis Standard Test in Reading".

(2) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive study in the various forms or grades of the schools; class treatment of such types of literature as the

DETAILS OF COURSES.

short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(3) *Grammar*.—Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools; the work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

(4) *Composition*.—Introductory: The value of language training; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the school course; importance of oral composition; sources of material; class procedure.

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Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Ontario High School Reader.

Public School Manual in Composition.

High School Manual in Composition.

Bolenius: The Teaching of Literature in Grammar Grades and the High School.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Clark: How to Teach Reading in the Public School.

Fairchild: The Teaching of Poetry.

Huey: Psychology and Pedagogy of Reading.

HISTORY.

41. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

Books of Reference:

Public School Manual: History.

Bourne: The Teaching of History and Civics.

Dunn: Social Studies in Secondary Education.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

The Committee of Seven: The Study of History in Schools.

SEMINAR IN ENGLISH AND HISTORY.

42. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

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Books of Reference:

Bohlenius: Teaching Literature in the Grammar Grades and High Schools.

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Tomkinson: *The Teaching of English.*

Lamborn: *The Rudiments of Criticism.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 26, 1916, Bureau of Education).

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

MATHEMATICS.

43. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

DETAILS OF COURSES.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations. The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of

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teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

44. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

45. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physical Geography; Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

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Books of Reference:

Public School Manual: Geography.

Wallis: The Teaching of Geography.

Chisholm: Handbook of Commercial Geography.

Lake: Physical Geography.

Andrew: A Text-book of Geography.

SCIENCE.

46. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of

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conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

47. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physical geography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

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Books of Reference:—Continued.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

SEMINAR IN AGRICULTURE.

48. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Robinson: Principles and Practices of Poultry Culture.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

49. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

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Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

50. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal".

FRENCH, GERMAN, OR SPANISH

51. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

DETAILS OF COURSES.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

- Bagster-Collins: The Teaching of German.
- Bahlsen: Teaching of Foreign Languages.
- Dumville: French Pronunciation.
- Heath: Report of the Committee of Twelve.
- Jespersen: How to Teach a Foreign Language.
- Palmer: Scientific Study and Teaching of Languages.
- Savory and Jones: Sounds of the French Language.
- Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

52. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

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VOCAL MUSIC.

53. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Hulbert: *Breathing for Voice Production.*

Mason: *How to Teach the Staff Notation.*

SEMINAR IN HOUSEHOLD SCIENCE.

54. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; household science in the Public School, in the High and Technical Schools and

DETAILS OF COURSES.

in the University; accommodations and equipment for household science work in the various types of schools: courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Balderston: *Housewifery.*

Baldt: *Clothing for Women.*

Cooley, Winthell, Spohr, Marshall: *Teaching Home Economics.*

Kinne: *Equipment for Teaching Domestic Science.*

PHYSICAL CULTURE.

55. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

Personal Hygiene.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

DETAILS OF COURSES.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: At Home in the Water.

ART.

THEORY AND PRACTICE.

56. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

DETAILS OF COURSES.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

DETAILS OF COURSES.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

PURPOSE

The course for Interim Ordinary certificates in Household Science prepares candidates therefor in the theory and art of organizing, governing, and instructing in Household Science the pupils of the Public, Separate, and High Schools of Ontario.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 26th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) A Second-Class or First-Class Public School or an Ordinary High School certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance, Faculty Entrance, or equivalent certificates under other names.

FEEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Origin and manufacture of cotton, linen, wool, and silk; their properties and value in relation to their manufacture; identification of textile materials (names, widths, prices, uses).

Construction.—Handsewing (constructive processes applied to simple articles); use and care of sewing machine and its attachments; use of home and commercial patterns; cutting and making of simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home).

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Aims in teaching Household Science; scope of Household Science; relation to other subjects; methods of presentation in different types of schools; planning of courses; equipment; cost of lessons, etc. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or of one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

8. Candidates who registered under former regulations may (a) complete their courses under those regulations provided that they do so not later than May, 1923, or (b) transfer to the present courses. On application before May, 1923, credit may be given in the new courses for examinations taken under former regulations, provided the candidate has attended a Summer Session or its equivalent in the subject or subjects in which he seeks credit.

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer

Session will be exempted also from the instruction and examination in one of the four subjects. Candidates who have been credited with one or more subjects of the B.Paed. course as defined in the regulations of 1921 will be exempted from the instruction and examinations in said subject or subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Registrar of the University with ten copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

8. Candidates registered under former regulations may (a) complete the examinations under those regulations provided that they do so not later than May, 1923 or (b) transfer to the present Courses. On application before May, 1923, a candidate may be given credit in the new Courses for examinations taken under former regulations provided he has attended a Summer Session or its equivalent in the subject or subjects in which he seeks credit.

REGISTRATION

1921-22

	Intra-Mural	Extra-Mural
High School Assistants' Course.....	142	3
Specialists' Course.....	58	39
First Class Public School Course.....	35	..
Elementary Physical Culture Course.....	83	..
Elementary Art Course.....	27	..
Ordinary Household Science Course.....	13	..
B.Paed. Course.....	24	..
D.Paed. Course.....	132	..
Occasionals.....	2	..
Duplicates.....	203	..
	—	—
Total.....	313	42

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Miscellaneous Curricula

Calendar of the Department of Social Service

Calendar of the Department of Public Health
Nursing

Announcement of Graduate Courses

Bulletin of Information Regarding Facilities for
Graduate Studies

Announcement of the Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1923-1924

UNIVERSITY OF TORONTO



CALENDAR OF THE ONTARIO COLLEGE OF EDUCATION 1923-1924

UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

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NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Graduate Courses, Law, Dentistry, Pharmacy, Agriculture, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1923

CALENDAR

1923

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	6 13 20 27	Tues.	3 10 17 24 ..
Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	4 11 18 25 ..	Thur.	1 8 15 22 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	5 12 19 26 ..	Fri.	2 9 16 23 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
MAY		JUNE		JULY		AUGUST	
Sun.	6 13 20 27	Sun.	3 10 17 24 ..	Sun.	1 8 15 22 29	Sun.	5 12 19 26
Mon.	7 14 21 28	Mon.	4 11 18 25 ..	Mon.	2 9 16 23 30	Mon.	6 13 20 27
Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 31
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..	Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30
Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26	Mon.	3 10 17 24 31
Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..

1924

CALENDAR

1924

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	6 13 20 28	Sun.	3 10 17 24	Sun.	2 9 16 23 30	Sun.	6 13 20 27
Mon.	7 14 21 27	Mon.	4 11 18 25	Mon.	3 10 17 24 31	Mon.	7 14 21 28
Tues.	1 8 15 22 29	Tues.	5 12 19 26	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29
Wed.	2 9 16 23 30	Wed.	6 13 20 27	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30
Thur.	3 10 17 24 31	Thur.	7 14 21 28	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..
Sat.	5 12 19 26 ..	Sat.	2 9 16 23 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..
MAY		JUNE		JULY		AUGUST	
Sun.	4 11 18 25	Sun.	1 8 15 22 29	Sun.	6 13 20 27	Sun.	3 10 17 24 31
Mon.	5 12 19 26	Mon.	2 9 16 23 30	Mon.	7 14 21 28	Mon.	4 11 18 25 ..
Tues.	6 13 20 27	Tues.	3 10 17 24 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..
Wed.	7 14 21 28	Wed.	4 11 18 25 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..
Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..
Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..
Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..	Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	7 14 21 28	Sun.	5 12 19 26	Sun.	2 9 16 23 30	Sun.	7 14 21 28
Mon.	1 8 15 22 29	Mon.	6 13 20 27	Mon.	3 10 17 24 ..	Mon.	1 8 15 22 29
Tues.	2 9 16 23 30	Tues.	7 14 21 28	Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30
Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29	Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31
Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30	Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..
Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31	Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..
Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..	Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..

CALENDAR, 1923-24

- 1923—July 3.....Summer Session begins.
 Aug. 4.....Summer Session closes.
 Sept. 25.....Opening Lecture at 10 a.m. in the Assembly Hall of
 the Ontario College of Education.
 Sept. 25.....The Opening Address by the President to the
 students of all the Faculties and Colleges at 3 p.m.
 in Convocation Hall.
 Sept. 27.....Meeting of Council.
 Oct. 10.....Interfaculty Track Meet.
 Nov. 1.....Meeting of Council.
 Dec. 6.....Meeting of Council.
 Dec. 19.....Last day of Lectures. Term ends at 5 p.m.
- 1924—Jan. 3.....Easter Term begins at 9 a.m.
 Jan. 9.....Assembly of students of all Faculties in Convocation
 Hall, at 12.10 p.m.
 Jan. 10.....Meeting of Council.
 Feb. 7.....Meeting of Council.
 Mar. 6.....Meeting of Council.
 April 1.....Spring Term begins.
 June 6.....University Commencement.
 June 20.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., and D.Paed. degrees.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model classrooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in city schools in the neighbourhood.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

UNIVERSITY REGULATIONS AS TO STUDENTS IN
ATTENDANCE

The Students' Administrative Council has been entrusted by the Caput with supervision of the conduct of the students, and has power, subject to the approval of the Caput, to deal with violations of the regulations governing conduct.

Any student who may be convicted of having taken part in a parade or procession through the city which has not been authorized by the police authorities after application by the Executive of the Students' Administrative Council, will be severely disciplined.

All interference on the part of any student with the personal liberty of another by arresting him, or summoning him to appear before any unauthorized tribunal of students, or otherwise subjecting him to any indignity or personal violence, is forbidden by the Caput.

A student who is under suspension, or who has been expelled from a College or from the University, will not be admitted to the University buildings or grounds.

The constitution of every University society or association of students in the College of Education and all amendments to any such constitution

must be submitted for approval to the Council of the College. All programmes of such societies or associations must, before publication, receive the sanction of the Council of the College through the President. Permission to invite any person not a member of the faculty of the University to preside at or address a meeting of any society of association must be similarly obtained.

The name of the University is not to be used in connection with a publication of any kind without the permission of the Caput.

BOARD AND LODGING

The Secretary of the Ontario College of Education and the Secretary of the Christian Association of the University will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim Ordinary High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Culture and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM ORDINARY HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Monday, September 24th, at 10 a.m., and the instruction will begin September 25th, at 10 a.m. The Autumn Term will end December 19th, at 5 p.m., and the Easter Term will begin January 3rd, at 9 a.m. The Spring Term will begin April 1st and end June 20th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

STUDENT SOCIETIES

3. Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

4. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and

the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES.

PURPOSE

5. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School Assistant's certificate should make application not later than September 25th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1923.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim Ordinary High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will also be required to become members of the respective Students' Administrative Councils.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim Ordinary High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) Students in attendance in the Interim Ordinary High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Culture *or* the course for the Elementary certificate in Art.

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) In the order and grouping of the courses due regard will be had to the character of each subject, to its correlations with other subjects, and to the logical development of the courses.

(4) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(5) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 50, English 90, History 20, Geography 15, Mathematics 80, Latin 50, French or German or Spanish or Greek 40, Science 40, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE

15. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the High Schools and Collegiate Institutes, in certain departments or subjects of the courses of said Schools.

CONDITIONS OF ADMISSION

16. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School Assistant's certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School Assistant's certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds an Ordinary High School Assistant's certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

17. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

COURSES

18. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education

EXAMINATIONS

SUBJECTS AND STANDARDS

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

CERTIFICATES

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

PURPOSE

22. The course for First Class Public School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public, Separate, and Continuation Schools.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim Ordinary High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School Assistant's certificate.

FEES

24. When an Interim First Class Public School course is taken concurrently with the course for an Interim Ordinary High School certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim Ordinary High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examinations of said course taken by one who already holds an Interim Ordinary High School Assistant's certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

25. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

26. (1) The course of training, which is supplementary to the course of training for Interim Ordinary High School certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced,

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Culture, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

27. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim Ordinary High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim Ordinary High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Culture, Writing, Music, Art, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim Ordinary High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

28. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

29. (1) (a) Subject to the conditions of Sec. 28 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim Ordinary High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND IN ART.

PURPOSE

30. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION

31. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

FEES

32. As the course for the Elementary certificate in Physical Culture or in Art may be an obligatory part of the course for the Interim Ordinary High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

33. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

34 (1) The subjects of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 41-44.

(2) To the instruction in the subjects of the course in Physical Culture or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

35. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Culture:

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART--*Continued.*

Written Examinations:

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 100, Swimming 50.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour, painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

36. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 50% of the marks assigned to each subject of (i) the written and of (ii) the sessional and final practical tests respectively, or (b) in

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS', AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

37. The topics of the subjects of the courses for Interim Ordinary High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Culture or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

38. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Raymont: *Principles of Education.*

Ruediger: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

39. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manuals: School Organization and Management, History of Education.

Bennett: School Efficiency.

Bagley: Class Management.

Landon: Principles and Practice of Teaching and School Management.

White: School Management.

ENGLISH.

40. (1) *Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; method of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice: voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, *e.g.*, "The Courtis Standard Test in Reading".

(2) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive study in the various forms or grades of the schools; class treatment of such types of literature as the

DETAILS OF COURSES.

short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(3) *Grammar*.—Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools; the work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

(4) *Composition*.—Introductory: The value of language training; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the school course; importance of oral composition; sources of material; class procedure.

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Books of Reference:

- Ontario High School Grammar.*
- Ontario High School Composition.*
- Public School Manual in Composition.*
- Bolenius: The Teaching of Literature in Grammar Grades and the High School.*
- Bolenius: The Teaching of Oral English.*
- Carpenter, Baker and Scott: The Teaching of English.*
- Chubb: The Teaching of English.*
- Clark: How to Teach Reading in the Public School.*
- Huey: Psychology and Pedagogy of Reading.*
- Lamborn: The Rudiments of Criticism.*
- Macpherson: The Study of English Literature.*

HISTORY.

41. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

Books of Reference:

- Public School Manual: History.*
- Barnard: The Teaching of Community Civics.*
- Bourne: The Teaching of History and Civics.*
- Dunn: Social Studies in Secondary Education.*
- Jarvis: The Teaching of History.*
- Johnson: The Teaching of History.*
- Macpherson: Visual Aids in the Teaching of History.*
- Tryon: The Teaching of History in Junior and Senior High School.*

SEMINAR IN ENGLISH AND HISTORY.

42. *English:*

- (a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.
- (b) A discussion of the organization of the course in English throughout the various Forms of the High School.
- (c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

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Books of Reference:

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: *The Teaching of History.*

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 26, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

Tryon: *The Teaching of History in Junior and Senior High Schools.*

MATHEMATICS.

43. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

DETAILS OF COURSES.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of

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teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

44. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

45. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

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Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Andrew: *A Text-book of Geography.*

SCIENCE.

46. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of

DETAILS OF COURSES.

conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

47. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

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Books of Reference:—Continued.

- Mann: The Teaching of Physics.
- Mellor: Modern Inorganic Chemistry.
- Twiss: Principles of Science Teaching.
- U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.
- U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

48. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

- Barkett, Stevens and Hill: Agriculture for Beginners.
- Manual of Elementary Agriculture and Horticulture.
- Marshall: Microbiology.
- Plumb: Types and Breeds of Farm Animals.
- Robinson: Principles and Practices of Poultry Culture.
- Sanderson: Insects of Farm, Garden and Orchard.
- Snydes: Soils and Fertilizers.
- Warren: Elements of Agriculture.
- Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

49. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

- Bennett: The Teaching of Latin.
- Chickering and Hoadley: Beginner's Latin by the Direct Method.
- Crawford: On Pronouncing Latin.
- Hale: The Art of Reading Latin.

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Westaway: Quantity and Accent in the Pronunciation of Latin.
 Bristol: The Teaching of Greek.
 Thompson: Homeric Grammar.
 Goodwin: Greek Grammar.
 Goodell: Greek Grammar.
 Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

50. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.
 Johnson: Pamphlets on the Teaching of Caesar and Vergil.
 Hale: Pamphlets on the Art of Reading Latin.
 Articles in the "Classical Journal".

FRENCH, GERMAN, OR SPANISH

51. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting

DETAILS OF COURSES.

the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

- Bagster-Collins: The Teaching of German.
- Bahlsen: Teaching of Foreign Languages.
- Dumville: French Pronunciation.
- Heath: Report of the Committee of Twelve.
- Jespersen: How to Teach a Foreign Language.
- Palmer: Scientific Study and Teaching of Languages.
- Savory and Jones: Sounds of the French Language.
- Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

52. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

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VOCAL MUSIC.

53. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Hulbert: Breathing for Voice Production.

Mason: How to Teach the Staff Notation.

SEMINAR IN HOUSEHOLD SCIENCE.

54. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; household science in the Public School, in the High and Technical Schools and

DETAILS OF COURSES.

in the University; accommodations and equipment for household science work in the various types of schools: courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Balderston: Housewifery.

Baldr: Clothing for Women.

Cooley, Winthell, Spohr, Marshall: Teaching Home Economics.

Kinne: Equipment for Teaching Domestic Science.

PHYSICAL CULTURE.

55. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

Personal Hygiene.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

DETAILS OF COURSES.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: At Home in the Water.

ART.

THEORY AND PRACTICE.

56. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

DETAILS OF COURSES.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

DETAILS OF COURSES.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

PURPOSE

The course for Interim Ordinary certificates in Household Science prepares candidates therefor in the theory and art of organizing, governing, and instructing in Household Science the pupils of the Public, Separate, and High Schools of Ontario.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 25th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(a) A Second-Class or First-Class Public School or an Ordinary High School certificate.

(b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance, Faculty Entrance, or equivalent certificates under other names.

FEES

(1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.

(2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Origin and manufacture of cotton, linen, wool, and silk; their properties and value in relation to their manufacture; identification of textile materials (names, widths, prices, uses).

Construction.—Handsewing (constructive processes applied to simple articles); use and care of sewing machine and its attachments; use of home and commercial patterns; cutting and making of simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home).

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Aims in teaching Household Science; scope of Household Science; relation to other subjects; methods of presentation in different types of schools; planning of courses; equipment; cost of lessons, etc. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Miscellaneous Curricula

Calendar of the Department of Social Service

Calendar of the Department of Public Health
Nursing

Announcement of the Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1924-1925

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1924-1925

ADMINISTRATIVE OFFICERS

THE UNIVERSITY

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
<i>Librarian</i>	WILLIAM STEWART WALLACE, M.A.
<i>Director of Extension Work and Publicity</i> ..	WILLIAM JAMES DUNLOP, B.A.
<i>Superintendent of Buildings and Grounds</i> ..	ARTHUR D'ORR LEPAN, B.A.SC.
<i>Warden of Hart House</i>	JOHN BURGON BICKERSTETH, M.A.
<i>Director of University Health Service</i>	GEORGE DANA PORTER, M.B.
<i>Medical Adviser for Women Students</i> ..	MISS EDITH GORDON, B.A., M.B., D.P.H.
 <i>Manager of the University of Toronto Press</i> . . .	RICHARD J. HAMILTON, B.A.

ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1924

CALENDAR

1924

JANUARY				FEBRUARY				MARCH				APRIL			
Sun.	6	13	20 27	Sun.	3	10	17 24	Sun.	2	9	16 23 30	Sun.	6	13	20 27
Mon.	7	14	21 28	Mon.	4	11	18 25	Mon.	3	10	17 24 31	Mon.	7	14	21 28
Tues.	1	8	15 22 29	Tues.	5	12	19 26	Tues.	4	11	18 25 ..	Tues.	1	8	15 22 29
Wed.	2	9	16 23 30	Wed.	6	13	20 27	Wed.	5	12	19 26 ..	Wed.	2	9	16 23 30
Thur.	3	10	17 24 31	Thur.	7	14	21 28	Thur.	6	13	20 27 ..	Thur.	3	10	17 24 ..
Fri.	4	11	18 25 ..	Fri.	1	8	15 22 29	Fri.	7	14	21 28 ..	Fri.	4	11	18 25 ..
Sat.	5	12	19 26 ..	Sat.	2	9	16 23 ..	Sat.	1	8	15 22 29 ..	Sat.	5	12	19 26 ..
MAY				JUNE				JULY				AUGUST			
Sun.	4	11	18 25	Sun.	1	8	15 22 29	Sun.	6	13	20 27	Sun.	3	10	17 24 31
Mon.	5	12	19 26	Mon.	2	9	16 23 30	Mon.	7	14	21 28	Mon.	4	11	18 25 ..
Tues.	6	13	20 27	Tues.	3	10	17 24 ..	Tues.	1	8	15 22 29	Tues.	5	12	19 26 ..
Wed.	7	14	21 28	Wed.	4	11	18 25 ..	Wed.	2	9	16 23 30	Wed.	6	13	20 27 ..
Thur.	1	8	15 22 29	Thur.	5	12	19 26 ..	Thur.	3	10	17 24 31	Thur.	7	14	21 28 ..
Fri.	2	9	16 23 30	Fri.	6	13	20 27 ..	Fri.	4	11	18 25 ..	Fri.	1	8	15 22 29 ..
Sat.	3	10	17 24 31	Sat.	7	14	21 28 ..	Sat.	5	12	19 26 ..	Sat.	2	9	16 23 30 ..
SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
Sun.	7	14	21 28	Sun.	5	12	19 26	Sun.	2	9	16 23 30	Sun.	7	14	21 28
Mon.	1	8	15 22 29	Mon.	6	13	20 27	Mon.	3	10	17 24 ..	Mon.	1	8	15 22 29
Tues.	2	9	16 23 30	Tues.	7	14	21 28	Tues.	4	11	18 25 ..	Tues.	2	9	16 23 30
Wed.	3	10	17 24 ..	Wed.	1	8	15 22 29	Wed.	5	12	19 26 ..	Wed.	3	10	17 24 31
Thur.	4	11	18 25 ..	Thur.	2	9	16 23 30	Thur.	6	13	20 27 ..	Thur.	4	11	18 25 ..
Fri.	5	12	19 26 ..	Fri.	3	10	17 24 31	Fri.	7	14	21 28 ..	Fri.	5	12	19 26 ..
Sat.	6	13	20 27 ..	Sat.	4	11	18 25 ..	Sat.	1	8	15 22 29 ..	Sat.	6	13	20 27 ..

1925

CALENDAR

1925

JANUARY				FEBRUARY				MARCH				APRIL			
Sun.	4	11	18 25	Sun.	1	8	15 22	Sun.	1	8	15 22 29	Sun.	5	12	19 26
Mon.	5	12	19 26	Mon.	2	9	16 23	Mon.	2	9	16 23 30	Mon.	6	13	20 27
Tues.	6	13	20 27	Tues.	3	10	17 24	Tues.	3	10	17 24 31	Tues.	7	14	21 28
Wed.	7	14	21 28	Wed.	4	11	18 25	Wed.	4	11	18 25 ..	Wed.	1	8	15 22 29
Thur.	1	8	15 22 29	Thur.	5	12	19 26	Thur.	5	12	19 26 ..	Thur.	2	9	16 23 30
Fri.	2	9	16 23 30	Fri.	6	13	20 27	Fri.	6	13	20 27 ..	Fri.	3	10	17 24 ..
Sat.	3	10	17 24 31	Sat.	7	14	21 28	Sat.	7	14	21 28 ..	Sat.	4	11	18 25 ..
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Sun.	3	10	17 24 31	Sun.	7	14	21 28	Sun.	5	12	19 26	Sun.	2	9	16 23 30
Mon.	4	11	18 25 ..	Mon.	1	8	15 22 29	Mon.	6	13	20 27	Mon.	3	10	17 24 31
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Sun.	6	13	20 27	Sun.	4	11	18 25	Sun.	1	8	15 22 29	Sun.	6	13	20 27
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Fri.	4	11	18 25 ..	Fri.	2	9	16 23 30	Fri.	6	13	20 27 ..	Fri.	4	11	18 25 ..
Sat.	5	12	19 26 ..	Sat.	3	10	17 24 31	Sat.	7	14	21 28 ..	Sat.	5	12	19 26 ..

CALENDAR, 1924-25

- 1924—July 2.....Summer Session begins.
Aug. 4.....Summer Session closes.
Oct. 1.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Oct. 1.....The Opening Address by the President to the
students of all the Faculties at 3 p.m. in Convoca-
tion Hall.
Oct. 2.....Meeting of Council.
Oct. 15.....Interfaculty Track Meet.
Nov. 6.....Meeting of Council.
Dec. 4.....Meeting of Council.
Dec. 19.....Last day of Lectures. Term ends at 1 p.m.
1925—Jan. 6.....Easter Term begins at 9 a.m.
Jan. 8.....Meeting of Council.
Feb. 5.....Meeting of Council.
Mar. 5.....Meeting of Council.
April 10.....Easter Vacation begins.
April 20.....Spring Term begins.
June 5.....University Commencement.
June 19.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., and D.Paed. degrees.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model classrooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the neighbourhood.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING

The Secretary of the Ontario College of Education and the Secretary of the Christian Association of the University will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim Ordinary High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Culture and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM ORDINARY HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Tuesday, September 30th, and the instruction will begin October 1st, at 10 a.m. The Autumn Term will end December 19th, at 1 p.m., and the Easter Term will begin January 6th, at 9 a.m. The Spring Term will begin April 20th and end June 19th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

STUDENT SOCIETIES

3. Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

4. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and

the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL
CERTIFICATES.

PURPOSE

5. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School Assistant's certificate should make application not later than September 30th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1924.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim Ordinary High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim Ordinary High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) Students in attendance in the Interim Ordinary High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Culture *or* the course for the Elementary certificate in Art.

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 50, English 90, History 20, Geography 15, Mathematics 80, Latin 50, French or German or Spanish or Greek 40, Science 40, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE

15. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the High Schools and Collegiate Institutes, in certain departments or subjects of the courses of said Schools.

CONDITIONS OF ADMISSION

16. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School Assistant's certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School Assistant's certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds an Ordinary High School Assistant's certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

17. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

COURSES

18. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

CERTIFICATES

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

PURPOSE

22. The course for First Class Public School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public, Separate, and Continuation Schools.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim Ordinary High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School Assistant's certificate.

FEES

24. When an Interim First Class Public School course is taken concurrently with the course for an Interim Ordinary High School certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim Ordinary High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examinations of said course taken by one who already holds an Interim Ordinary High School Assistant's certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

25. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

26. (1) The course of training, which is supplementary to the course of training for Interim Ordinary High School certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced,

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Culture, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

27. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim Ordinary High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim Ordinary High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Culture, Writing, Music, Art, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim Ordinary High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

28. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

29. (1) (a) Subject to the conditions of Sec. 28 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim Ordinary High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND IN ART.

PURPOSE

30. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION

31. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

FEES

32. As the course for the Elementary certificate in Physical Culture or in Art may be an obligatory part of the course for the Interim Ordinary High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

33. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

34. (1) The subjects of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 41-44.

(2) To the instruction in the subjects of the course in Physical Culture or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

35. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Culture:

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART--*Continued.*

Written Examinations:

Anatomy 100, Physiology and First Aid 100.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics 200, Apparatus 50, Games and Military Drill 200, Swimming 50.

FOR MEN: Calisthenics 100, Apparatus 200, Indoor Games and Athletics 100, Swimming 50.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

36. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 50% of the marks assigned to each subject of (i) the written and of (ii) the sessional and final practical tests respectively, or (b) in

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART—*Continued.*

Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS', AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

37. The topics of the subjects of the courses for Interim Ordinary High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Culture or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

38. *Introduction*.—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Booksⁿ of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Raymont: *Principles of Education.*

Ruediger: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

39. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management.

Ballard: The New Examiner.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

ENGLISH.

40. (1) *Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g., "The Courtis Standard Test in Reading".

(2) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive study in the various forms or grades of the schools; class treatment of such types of literature as the

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short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(3) *Grammar*.—Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools; the work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

(4) *Composition*.—Introductory: The value of language training; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the school course; importance of oral composition; sources of material; class procedure.

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Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Public School Manual in Composition.

Bolenius: The Teaching of Literature in Grammar Grades and the High School.

Bolenius: The Teaching of Oral English.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Clark: How to Teach Reading in the Public School.

Dickie: Modern Practice in the Teaching of Composition.

Huey: Psychology and Pedagogy of Reading.

Lamborn: The Rudiments of Criticism.

Macpherson: The Study of English Literature.

HISTORY.

41. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

Books of Reference:

Public School Manual: History.

Barnard: The Teaching of Community Civics.

Bourne: The Teaching of History and Civics.

Dunn: Social Studies in Secondary Education.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

Tryon: The Teaching of History in Junior and Senior High School.

SEMINAR IN ENGLISH AND HISTORY.

42. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

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Books of Reference:

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: *The Teaching of History.*

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 26, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

Tryon: *The Teaching of History in Junior and Senior High Schools.*

MATHEMATICS.

43. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

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Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of

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teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

44. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

45. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

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Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Andrew: *A Text-book of Geography.*

SCIENCE.

46. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of

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conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

47. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

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Books of Reference:—Continued.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

48. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Robinson: Principles and Practices of Poultry Culture.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

49. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

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Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

50. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal".

FRENCH, GERMAN, OR SPANISH.

51. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting

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the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

- Bagster-Collins: The Teaching of German.
- Bahlsen: Teaching of Foreign Languages.
- Dumville: French Pronunciation.
- Heath: Report of the Committee of Twelve.
- Jespersen: How to Teach a Foreign Language.
- Palmer: Scientific Study and Teaching of Languages.
- Savory and Jones: Sounds of the French Language.
- Viotor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

52. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

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VOCAL MUSIC.

53. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Hulbert: *Breathing for Voice Production.*

Mason: *How to Teach the Staff Notation.*

SEMINAR IN HOUSEHOLD SCIENCE.

54. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; household science in the Public School, in the High and Technical Schools and

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in the University; accommodations and equipment for household science work in the various types of schools: courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Balderston: Housewifery.

Baldr: Clothing for Women.

Cooley, Winthell, Spohr, Marshall: Teaching Home Economics.

Kinne: Equipment for Teaching Domestic Science.

PHYSICAL CULTURE.

55. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

Personal Hygiene.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

DETAILS OF COURSES.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: At Home in the Water.

ART.

THEORY AND PRACTICE.

56. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

DETAILS OF COURSES.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

DETAILS OF COURSES.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

PURPOSE

The course for Interim Ordinary certificates in Household Science prepares candidates therefor in the theory and art of organizing, governing, and instructing in Household Science the pupils of the Public, Separate, and High Schools of Ontario.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 30th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) A Second-Class or First-Class Public School or an Ordinary High School certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance, Faculty Entrance, or equivalent certificates under other names.

FEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Origin and manufacture of cotton, linen, wool, and silk; their properties and value in relation to their manufacture; identification of textile materials (names, widths, prices, uses).

Construction.—Handsewing (constructive processes applied to simple articles); use and care of sewing machine and its attachments; use of home and commercial patterns; cutting and making of simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home).

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Aims in teaching Household Science; scope of Household Science; relation to other subjects; methods of presentation in different types of schools; planning of courses; equipment; cost of lessons, etc. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Miscellaneous Curricula

Calendar of the Department of Social Service

Calendar of the Department of Public Health
Nursing

Announcement of the Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1925-1926

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1925-1926

ADMINISTRATIVE OFFICERS

THE UNIVERSITY

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
<i>Librarian</i>	WILLIAM STEWART WALLACE, M.A.
<i>Director of Extension Work and Publicity</i> ..	WILLIAM JAMES DUNLOP, B.A.
<i>Superintendent of Buildings and Grounds</i> ..	ARTHUR D'ORR LE PAN, B.A.Sc.
<i>Warden of Hart House</i>	JOHN BURGON BICKERSTETH, M.A.
<i>Director of University Health Service</i>	GEORGE DANA PORTER, M.B.
<i>Medical Adviser for Women Students</i> ..	MISS EDITH GORDON, B.A., M.B., D.P.H.
<i>Manager of the University of Toronto Press</i> ...	RICHARD J. HAMILTON, B.A.

ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examinations in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1925

CALENDAR

1925

JANUARY				FEBRUARY				MARCH				APRIL			
Sun.	. .	4	11 18 25	Sun.	. .	1	8 15 22	Sun.	. 1	8 15 22 29		Sun.	. .	5	12 19 26
Mon.	. .	5	12 19 26	Mon.	. .	2	9 16 23	Mon.	. 2	9 16 23 30		Mon.	. .	6	13 20 27
Tues.	. .	6	13 20 27	Tues.	. .	3	10 17 24	Tues.	. 3	10 17 24 31		Tues.	. .	7	14 21 28
Wed.	. .	7	14 21 23	Wed.	. .	4	11 18 25	Wed.	. 4	11 18 25 ..		Wed.	. 1	8 15 22 29	
Thur.	. 1	8 15 22 29		Thur.	. .	5	12 19 26	Thur.	. 5	12 19 26 ..		Thur.	. 2	9 16 23 30	
Fri.	. 2	9 16 23 30		Fri.	. .	6	13 20 27	Fri.	. 6	13 20 27 ..		Fri.	. 3	10 17 24 ..	
Sat.	. 3	10 17 24 31		Sat.	. .	7	14 21 28	Sat.	. 7	14 21 28 ..		Sat.	. 4	11 18 25 ..	
MAY				JUNE				JULY				AUGUST			
Sun.	. 3	10 17 24 31		Sun.	. .	7	14 21 28	Sun.	. .	5	12 19 26	Sun.	. 2	9 16 23 30	
Mon.	. 4	11 18 25 ..		Mon.	. 1	8 15 22 29		Mon.	. .	6	13 20 27	Mon.	. 3	10 17 24 31	
Tues.	. 5	12 19 26 ..		Tues.	. 2	9 16 23 30		Tues.	. .	7	14 21 28	Tues.	. 4	11 18 25 ..	
Wed.	. 6	13 20 27 ..		Wed.	. 3	10 17 24 ..		Wed.	. 1	8 15 22 29		Wed.	. 5	12 19 26 ..	
Thur.	. 7	14 21 28 ..		Thur.	. 4	11 18 25 ..		Thur.	. 2	9 16 23 30		Thur.	. 6	13 20 27 ..	
Fri.	. 1	8 15 22 29 ..		Fri.	. 5	12 19 26 ..		Fri.	. 3	10 17 24 31		Fri.	. 7	14 21 28 ..	
Sat.	. 2	9 16 23 30 ..		Sat.	. 6	13 20 27 ..		Sat.	. 4	11 18 25 ..		Sat.	. 1	8 15 22 29 ..	
SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
Sun.	. .	6	13 20 27	Sun.	. .	4	11 18 25	Sun.	. 1	8 15 22 29		Sun.	. .	6	13 20 27
Mon.	. .	7	14 21 28	Mon.	. .	5	12 19 26	Mon.	. 2	9 16 23 30		Mon.	. .	7	14 21 28
Tues.	. 1	8 15 22 29		Tues.	. .	6	13 20 27	Tues.	. 3	10 17 24 ..		Tues.	. 1	8 15 22 29	
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Thur.	. 3	10 17 24 ..		Thur.	. 1	8 15 22 29		Thur.	. 5	12 19 26 ..		Thur.	. 3	10 17 24 31	
Fri.	. .	4	11 18 25 ..	Fri.	. 2	9 16 23 30		Fri.	. 6	13 20 27 ..		Fri.	. 4	11 18 25 ..	
Sat.	. 5	12 19 26 ..		Sat.	. 3	10 17 24 31		Sat.	. 7	14 21 28 ..		Sat.	. 5	12 19 26 ..	

1926

CALENDAR

1926

JANUARY				FEBRUARY				MARCH				APRIL			
Sun.	. 3	10 17 24 31		Sun.	. .	7	14 21 28	Sun.	. .	7	14 21 28	Sun.	. .	4	11 18 25
Mon.	. 4	11 18 25 ..		Mon.	. 1	8 15 22 ..		Mon.	. 1	8 15 22 29		Mon.	. .	5	12 19 26
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Thur.	. 7	14 21 28 ..		Thur.	. 4	11 18 25 ..		Thur.	. 4	11 18 25 ..		Thur.	. 1	8 15 22 29	
Fri.	. 1	8 15 22 29 ..		Fri.	. 5	12 19 26 ..		Fri.	. 5	12 19 26 ..		Fri.	. 2	9 16 23 30	
Sat.	. 2	9 16 23 30 ..		Sat.	. 6	13 20 27 ..		Sat.	. 6	13 20 27 ..		Sat.	. 3	10 17 24 ..	
MAY				JUNE				JULY				AUGUST			
Sun.	. 2	9 16 23 30		Sun.	. .	6	13 20 27	Sun.	. .	4	11 18 25	Sun.	. 1	8 15 22 29	
Mon.	. 3	10 17 24 31		Mon.	. .	7	14 21 28	Mon.	. .	5	12 19 26	Mon.	. 2	9 16 23 30	
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Wed.	. 5	12 19 26 ..		Wed.	. 2	9 16 23 30		Wed.	. .	7	14 21 28	Wed.	. 4	11 18 25 ..	
Thur.	. 6	13 20 27 ..		Thur.	. 3	10 17 24 ..		Thur.	. 1	8 15 22 29		Thur.	. 5	12 19 26 ..	
Fri.	. 7	14 21 28 ..		Fri.	. 4	11 18 25 ..		Fri.	. 2	9 16 23 30		Fri.	. 6	13 20 27 ..	
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SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
Sun.	. .	5	12 19 26	Sun.	. 3	10 17 24 31		Sun.	. .	7	14 21 28	Sun.	. .	6	12 19 26
Mon.	. .	6	13 20 27	Mon.	. 4	11 18 25 ..		Mon.	. 1	8 15 22 29		Mon.	. .	5	13 20 27
Tues.	. .	7	14 21 28	Tues.	. 5	12 19 26 ..		Tues.	. 2	9 16 23 30		Tues.	. .	7	14 21 28
Wed.	. 1	8 15 22 29		Wed.	. 6	13 20 27 ..		Wed.	. 3	10 17 24 ..		Wed.	. 1	8 15 22 29	
Thur.	. 2	9 16 23 30		Thur.	. 7	14 21 28 ..		Thur.	. 4	11 18 25 ..		Thur.	. 2	9 16 23 30	
Fri.	. 3	10 17 24 ..		Fri.	. 1	8 15 22 29 ..		Fri.	. 5	12 19 26 ..		Fri.	. 3	10 17 24 31	
Sat.	. 4	11 18 25 ..		Sat.	. 2	9 16 23 30 ..		Sat.	. 6	13 20 27 ..		Sat.	. 4	11 18 25 ..	

CALENDAR, 1925-26

- 1925—July 6.....Summer Session begins.
Aug. 14.....Summer Session closes.
Sept. 30.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 30.....The Opening Address by the President to the
students of all the Faculties at 3 p.m. in Convoca-
tion Hall.
Oct. 1.....Meeting of Council.
Oct. 9.....Interfaculty Track Meet.
Nov. 5.....Meeting of Council.
Dec. 3.....Meeting of Council.
Dec. 22.....Last day of Lectures. Term ends at 5 p.m.
- 1926—Jan. 5.....Easter Term begins at 9 a.m.
Jan. 7.....Meeting of Council.
Feb. 4.....Meeting of Council.
Mar. 4.....Meeting of Council.
April 2.....Easter Vacation begins.
April 12.....Spring Term begins.
June 4.....University Commencement.
June 18.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Culture, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., and D.Paed. degrees.

The buildings of the Ontario College of Education on Bloor Street contain well-equipped and well-ventilated lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model classrooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards. Thus, while they are subject to the same regulations, they enjoy all the privileges of the other University students.

BOARD AND LODGING

The Secretary of the Ontario College of Education and the Secretary of the Christian Association of the University will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim Ordinary High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Culture and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM ORDINARY HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Tuesday, September 29th, and the instruction will begin September 30th, at 10 a.m. The Autumn Term will end December 22nd, at 5 p.m., and the Easter Term will begin January 5th, at 9 a.m. The Spring Term will begin April 12th and end June 18th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are experienced teachers and are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case

considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. A Scholarship of the value of two hundred and fifty dollars has been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to a student in the Ontario College of Education.

The general basis on which the above scholarship may be awarded is as follows:

- (a) Candidates must have served, or must be near relatives of persons who served, in His Majesty's or Allied Forces during the Great War, 1914-1918.
- (b) Standing in course of studies.
- (c) Need of assistance.
- (d) Such other general qualifications of merit as may commend themselves to the Committee.

Information regarding this scholarship may be obtained from the Secretary-Treasurer of the Alumni Federation, Room 225, Simcoe Hall, to whom applications for the same must be made.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL CERTIFICATES.

PURPOSE

5. The Course for Interim Ordinary High School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing pupils in the Continuation Schools, Grades A and B, and in High Schools.

CONDITIONS OF ADMISSION

6. (1) Except as provided in (2) below, an applicant for admission to the course for an Interim Ordinary High School Assistant's certificate should make application not later than September 29th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1925.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications, by students not in attendance, for admission to the examinations should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

7. The annual fee for the Course for Interim Ordinary High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

8. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of the text-books authorized for use in the above-named grades of schools. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

9. (1) The course of training for Interim Ordinary High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) Students in attendance in the Interim Ordinary High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Culture *or* the course for the Elementary certificate in Art.

ORGANIZATION OF COURSE

10. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 50, English 90, History 20, Geography 15, Mathematics 80, Latin 50, French or German or Spanish or Greek 40, Science 40, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

OBSERVATION AND PRACTICE-TEACHING

11. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the Practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

12. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

13. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim Ordinary High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School

COURSE FOR INTERIM ORDINARY HIGH SCHOOL—*Cont.*

Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

14. Successful candidates who are awarded Ordinary High School certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 6 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

PURPOSE

15. The courses for Interim High School Specialists' certificates prepare candidates therefor in the theory and art of organizing and instructing the pupils of the High Schools and Collegiate Institutes, in certain departments or subjects of the courses of said Schools.

CONDITIONS OF ADMISSION

16. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim Ordinary High School Assistant's certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold Ordinary High School Assistant's certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim Ordinary High School Assistant's certificate, must comply with the conditions for admission prescribed for candidates for Interim Ordinary High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds an Ordinary High School Assistant's certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

17. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim Ordinary High School certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim Ordinary High School certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim Ordinary High School certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

COURSES

18. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

19. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

20. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

CERTIFICATES

21. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim Ordinary High School certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded Ordinary High School certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

PURPOSE

22. The course for First Class Public School certificates prepares candidates therefor in the theory and art of organizing, governing, and instructing the pupils of the Public, Separate, and Continuation Schools.

CONDITIONS OF ADMISSION

23. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim Ordinary High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim Ordinary High School Assistant's certificate.

FEES

24. When an Interim First Class Public School course is taken concurrently with the course for an Interim Ordinary High School certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim Ordinary High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examinations of said course taken by one who already holds an Interim Ordinary High School Assistant's certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

25. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in *italics*.

PROGRAMME OF STUDIES

26. (1) The course of training, which is supplementary to the course of training for Interim Ordinary High School certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced,

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Culture, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

27. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim Ordinary High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim Ordinary High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Culture, Writing, Music, Art, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim Ordinary High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

28. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim Ordinary High School Assistant's certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

29. (1) (a) Subject to the conditions of Sec. 28 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 13, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim Ordinary High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND IN ART.

PURPOSE

30. The courses for the Elementary certificates in Physical Culture and Art prepare candidates therefor in the theory and art of organizing, governing, and instructing in Physical Culture and Art the pupils of Continuation and High Schools.

CONDITIONS OF ADMISSION

31. Students who have been admitted to the course for Interim Ordinary High School certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Culture or the course for the Elementary certificate in Art.

FEEES

32. As the course for the Elementary certificate in Physical Culture or in Art may be an obligatory part of the course for the Interim Ordinary High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

33. Students in the courses for Elementary certificates in Physical Culture or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

34. (1) The subjects of the course for Elementary certificates in Physical Culture or in Art are to be found on pages 41-44.

(2) To the instruction in the subjects of the course in Physical Culture or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

35. (1) The final standing of candidates for the Elementary certificate in Physical Culture or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Culture:

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART--*Continued.*

Written Examinations:

Anatomy, Physiology and First Aid.

Sessional and Final Practical Tests:

FOR WOMEN: Calisthenics, Apparatus, Games and Military Drill, Swimming.

FOR MEN: Calisthenics, Apparatus, Indoor Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

Each subject of the written examinations and each subject of the practical tests shall be valued at 100.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

36. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Culture or Art, as the case may be, to the student in the course for an Interim Ordinary High School certificate, provided that said student is awarded an Interim Ordinary High School certificate and obtains (a) in Physical Culture a minimum of 50% of the marks assigned to each subject of (i) the written

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART—*Continued.*

and of (ii) the practical tests, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

(2) (a) No student will be awarded an Elementary certificate in Physical Culture or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor at the beginning of the session on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR ORDINARY HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS', AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND FOR ELEMENTARY CERTIFICATES IN PHYSICAL CULTURE AND ART.

37. The topics of the subjects of the courses for Interim Ordinary High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Culture or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

38. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Gates: *Psychology for Students of Education.*

Raymont: *Principles of Education.*

Ruediger: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

39. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; commercial, industrial, agricultural, and technical schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; libraries, selection, cataloguing, use; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

The first day in school; the importance of the teacher's work and attitude.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignment of home and seat work; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management.

Ballard: The New Examiner.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

ENGLISH.

40. (1) *Reading*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture.

The Reading Process: The factors involved in the process; the work of the eye in reading; word-recognition; the reading process as a specialized mode of the thought process; the relation of ideas to symbols; constant necessity for associating the printed symbol directly with the idea; the ideal conditions for the formation of this association.

The nature and function of silent reading; methods of conducting lessons in silent reading; the basis of expressive reading; the principles of vocal expression; the criticism of the pupil's reading; the place and limitations of imitative reading.

Practice; voice training; a class course in expressive reading; this work to be supplemented by practice in connection with the course in literature and with the activities of the Literary Society and the Dramatic Club.

Tests: Reading tests, e.g., "The Courtis Standard Test in Reading".

(2) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive study in the various forms or grades of the schools; class treatment of such types of literature as the

DETAILS OF COURSES.

short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(3) *Grammar*.—Introductory: The meaning of English grammar; its relation to speech; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV; introductory work of Form III in connection with composition.

Consideration of the content and value of the course in grammar in Continuation and High Schools; the work to be covered in each of the Forms of the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon subjects selected from topics difficult of presentation.

(4) *Composition*.—Introductory: The value of language training; present-day tendencies in the teaching of composition.

Methods: How habits of speaking and writing good English are formed; expression as a stage in the development of every lesson; the forms of expression that aid most the development of language powers; the effect of the teacher's example upon the pupils' language; relative value of reading and telling stories; the story method; value of reading and memorizing good literature; incidental work in language training.

The relation of oral and written composition; purpose and value of oral exercises; criticism of oral work, the dangers connected therewith and the means of avoiding them.

The principles to be kept in view in conducting exercises in written composition; the method of gathering, selecting, and arranging material; value of topical outlines; supervision and aid during writing; the place of home work in written composition; the value of formal linguistic exercises; correction of common errors; letter-writing and business-forms.

The mechanics of written composition: Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

The principles to be followed in arranging a course in composition; work suited to the age and experience of the student; use of a text-book in composition; amount of written work to be demanded; criticism of essays; standards of marking; place of rhetoric in the school course; importance of oral composition; sources of material; class procedure.

DETAILS OF COURSES.

*Books of Reference:**Ontario High School Grammar.**Ontario High School Composition.**Public School Manual in Composition.**Bolenius: The Teaching of Literature in Grammar Grades and the High School.**Bolenius: The Teaching of Oral English.**Carpenter, Baker and Scott: The Teaching of English.**Chubb: The Teaching of English.**Clark: How to Teach Reading in the Public School.**Dickie: Modern Practice in the Teaching of Composition.**Huey: Psychology and Pedagogy of Reading.**Lamborn: The Rudiments of Criticism.**Macpherson: The Study of English Literature.*

HISTORY.

41. Stages in the study of history; the reflective stage; the tools of the history teacher; the High School course in history and civics; importance, content, methods of teaching. Illustration of methods in lessons on topics selected from the history prescribed for the Lower and Middle Schools. Students will be required to show their ability to gather historical material, and to present it in acceptable forms.

*Books of Reference:**Public School Manual: History.**Barnard: The Teaching of Community Civics.**Bourne: The Teaching of History and Civics.**Dunn: Social Studies in Secondary Education.**Jarvis: The Teaching of History.**Johnson: The Teaching of History.**Macpherson: Visual Aids in the Teaching of History.**Tryon: The Teaching of History in Junior and Senior High School.*

SEMINAR IN ENGLISH AND HISTORY.

42. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

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Books of Reference:

Carpenter, Baker and Scott: *The Teaching of English.*

Chubb: *The Teaching of English.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: *The Teaching of History.*

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

Tryon: *The Teaching of History in Junior and Senior High Schools.*

MATHEMATICS.

43. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

DETAILS OF COURSES.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations. The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of

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teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Schultze: The Teaching of Secondary Mathematics.

Smith: The Teaching of Elementary Mathematics.

Suzzallo: The Teaching of Primary Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

44. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

GEOGRAPHY.

45. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

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Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Andrew: *A Text-book of Geography.*

SCIENCE.

46. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in biology, physics, and chemistry of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of

DETAILS OF COURSES.

conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

Woodhead: The Study of Plants.

SEMINAR IN SCIENCE.

47. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology, mineralogy and geology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Davis: Natural History of Animals.

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

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Books of Reference:—Continued.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

48. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Robinson: Principles and Practices of Poultry Culture.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

CLASSICS (LATIN AND GREEK).

49. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Crawford: On Pronouncing Latin.

Hale: The Art of Reading Latin.

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Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

SEMINAR IN CLASSICS.

50. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Vergil, Cicero, Caesar, Xenophon, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The teaching of Vergil in an honour class; the difficulties in translating Cicero; what T. Rice Holmes has done for the teaching of Caesar; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

The direct method in Latin and Greek.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Johnson: Pamphlets on the Teaching of Caesar and Vergil.

Hale: Pamphlets on the Art of Reading Latin.

Articles in the "Classical Journal".

FRENCH, GERMAN, OR SPANISH.

51. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting

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the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

- Bagster-Collins: The Teaching of German.
- Bahlsen: Teaching of Foreign Languages.
- Dumville: French Pronunciation.
- Heath: Report of the Committee of Twelve.
- Jespersen: How to Teach a Foreign Language.
- Palmer: Scientific Study and Teaching of Languages.
- Savory and Jones: Sounds of the French Language.
- Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

52. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

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VOCAL MUSIC.

53. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: *The Standard Course.*

Curwen: *The Teacher's Manual.*

Hardy: *How to Train Children's Voices.*

Hulbert: *Breathing for Voice Production.*

Mason: *How to Teach the Staff Notation.*

SEMINAR IN HOUSEHOLD SCIENCE.

54. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; household science in the Public School, in the High and Technical Schools and

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in the University; accommodations and equipment for household science work in the various types of schools: courses of study; methods of instruction; use of equipment and note-books; use of text-books; discussion of selected parts of the High School course of study.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Balderston: *Housewifery.*

Baldt: *Clothing for Women.*

Cooley, Winthell, Spohr, Marshall: *Teaching Home Economics.*

Kinne: *Equipment for Teaching Domestic Science.*

PHYSICAL CULTURE.

55. PRINCIPLES: (For men and women):

Anatomy: Bone, composition, classification; bones of upper extremity; bones of the vertebral column; bones of the head; bones of the abdomen and thorax; bones of the lower extremity. Joints: Classification and description of movable joints; importance of joints. Muscle: Varieties, origin, insertion and action. Digestive system, stomach, liver, etc. Circulatory system: heart, arteries, veins, etc. Respiratory system. Nervous system.

Physiology: Oxidation and waste; metabolism; blood, composition, quality, the heart beat; respiration, mechanism, changes in the lungs, in the tissues; nervous mechanism of respiration; physiology of muscle. Digestion; digestive juices; function of saliva; gastric juice, pancreatic juice, and bile; succus entericus; changes in the food in the alimentary canal; lymph, movements; absorption. Nutrition; comparison of income and output of material, animal heat; diet.

First Aid to the Injured: Shock, wounds, bleeding, burns, exposure to cold, frostbite, fractures, sprains and dislocations, restoration of the apparently drowned, choking, foreign bodies in eye or ear, unconsciousness, fainting, apoplexy, heatstroke, poisons, bandaging.

Personal Hygiene.

PRACTICE: (For men only):

Calisthenics. Dumb-bells—Roberts, Barton, combinations; wands—elementary, Barton, miscellaneous; clubs—class club-swinging.

Elementary Exercises on Apparatus: Horse: vaults, flank, front, rear, screw, squat, straddle, wolf; mats: jumps and hops, jumps and hops with turns, underswings, underswings with turns, buck, vaults, same as on horse and vaulting bar.

Indoor Games: Course to enable teachers to coach and referee the following games: basketball, indoor baseball, volleyball.

DETAILS OF COURSES.

Outdoor Athletics: Field and track sports. Course to enable teachers to coach athletics and to direct athletic meets, starting, sprinting, running, broad jump, high jump, shot put, hurdles.

Boxing and single sticks, bayonet exercises; squad and company drill; rifle and musketry practice and skirmishing; saluting; signalling; instruction in use of subtarget.

Swimming: Elementary.

Mutual instruction in the various exercises.

PRACTICE: (For women only):

Squad drill, marching tactics, wheeling, turnings.

Freehand exercises, including Strathcona Trust exercises; dumb-bell drills, elementary, advanced; wand drills, Barton; Anderson's twist drill; clubs, classified exercises.

Elementary exercises on the following apparatus: horse, mats, vaulting bar, buck, rings, Swedish stall bars, suspended ladder.

Indoor Athletic Sports: Running races, gymnasium games, including basket-ball; schoolroom and playground games.

Dancing: Technique of dancing; simplified athletic dances; folk dances and singing games; old English country dances.

Swimming: Elementary.

Mutual instruction in the various exercises.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Barton: Physical Training.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: The Diving and Swimming Book.

ART.

THEORY AND PRACTICE.

56. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

DETAILS OF COURSES.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

DETAILS OF COURSES.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages

Seaby: Blackboard Drawing.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

PURPOSE

The course for Interim Ordinary certificates in Household Science prepares candidates therefor in the theory and art of organizing, governing, and instructing in Household Science the pupils of the Public, Separate, and High Schools of Ontario.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 30th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) A Second-Class or First-Class Public School or an Ordinary High School certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance, Faculty Entrance, or equivalent certificates under other names.

FEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Origin and manufacture of cotton, linen, wool, and silk; their properties and value in relation to their manufacture; identification of textile materials (names, widths, prices, uses).

Construction.—Handsewing (constructive processes applied to simple articles); use and care of sewing machine and its attachments; use of home and commercial patterns; cutting and making of simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home).

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Aims in teaching Household Science; scope of Household Science; relation to other subjects; methods of presentation in different types of schools; planning of courses; equipment; cost of lessons, etc. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Curriculum in Law

Miscellaneous Curricula—Dentistry, Pharmacy,
Agriculture, Physical Training, Veterinary
Science

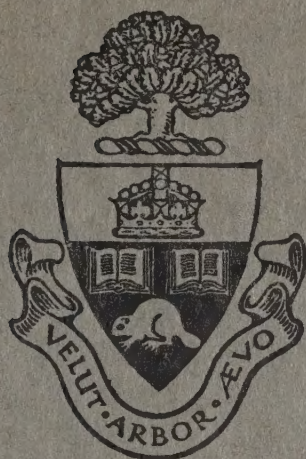
Calendar of the Department of Social Service

Calendar of the Department of Public Health
Nursing

Announcement of the Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1926-1927

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1926-1927

UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

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<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
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ONTARIO COLLEGE OF EDUCATION

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<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.
<i>Secretary</i>	MISS LYDA SWINARTON

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Dean, Ontario College of Education, Bloor Street, Toronto.

1926

CALENDAR

1926

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	7 14 21 28	Sun.	4 11 18 25
Mon.	4 11 18 25 ..	Mon.	1 8 15 22 ..	Mon.	1 8 15 22 29	Mon.	5 12 19 26
Tues.	5 12 19 26 ..	Tues.	2 9 16 23 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27
Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28
Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29
Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30
Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..
MAY		JUNE		JULY		AUGUST	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	6 13 20 27	Tues.	3 10 17 24 31
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31	Sat.	7 14 21 28 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28	Sun.	5 12 19 26
Mon.	6 13 20 27	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29	Mon.	6 13 20 27
Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30	Tues.	7 14 21 28
Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 ..	Wed.	1 8 15 22 29
Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..	Thur.	2 9 16 23 30
Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..	Fri.	3 10 17 24 31
Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..	Sat.	4 11 18 25 ..

1927

CALENDAR

1927

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	6 13 20 27	Sun.	3 10 17 24
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	7 14 21 28	Mon.	4 11 18 25
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30
MAY		JUNE		JULY		AUGUST	
Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28
Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29
Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30
Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 31
Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..
Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..
Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	4 11 18 25	Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	4 11 18 25
Mon.	5 12 19 26	Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	5 12 19 26
Tues.	6 13 20 27	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	6 13 20 27
Wed.	7 14 21 28	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30	Wed.	7 14 21 28
Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29
Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30
Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31

CALENDAR, 1926-27

- 1926—July 5.....Summer Session begins.
Aug. 6.....Summer Session closes.
Sept. 29.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 29.....The Opening Address by the President to the
students of all the Faculties at 3 p.m. in Con-
vocation Hall.
Oct. 7.....Meeting of Council.
Oct. 15.....Interfaculty Track Meet.
Nov. 4.....Meeting of Council.
Dec. 2.....Meeting of Council.
Dec. 21.....Last day of Lectures. Term ends at 1 p.m.
- 1927—Jan. 4.....Easter Term begins at 9 a.m.
Jan. 6.....Meeting of Council.
Feb. 3.....Meeting of Council.
Mar. 3.....Meeting of Council.
April 15.....Easter Vacation begins.
April 25.....Spring Term begins.
June 10.....University Commencement.
June 17.....Session closes.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, and Physical Education, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, athletic fields, etc., under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Education and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Tuesday, September 28th, and the instruction will begin September 29th, at 10 a.m. The Autumn Term will end December 21st, at 1 p.m., and the Easter Term will begin January 4th, at 9 a.m. The Spring Term will begin April 25th and end June 17th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case

considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. A Scholarship of the value of two hundred and fifty dollars has been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to a student in the Ontario College of Education.

The general basis on which the above scholarship may be awarded is as follows:

- (a) Standing in course of studies.
- (b) Need of assistance.
- (c) Relationship, if any, to active service during Great War.
- (d) Such other general qualifications of merit as may commend themselves to the Scholarship Committee.

Information regarding this scholarship may be obtained from the Secretary-Treasurer of the Alumni Federation, Room 225, Simcoe Hall, to whom applications for the same must be made not later than January 15th.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS'
CERTIFICATES.

CONDITIONS OF ADMISSION

5. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 28th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1926.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

6. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

7. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

8. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* the course for the Elementary certificate in Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

9. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

10. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

11. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

12. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

13. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 5 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

14. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

15. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES

16. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, and Household Science.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

17. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

18. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

19. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

20. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

FEEES

21. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

22. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

23. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

24. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

25. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

26. (1) (a) Subject to the conditions of Sec. 25 (1), a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 12, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND IN ART

CONDITIONS OF ADMISSION

27. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or the course for the Elementary certificate in Art.

FEES

28. As the course for the Elementary certificate in Physical Education or in Art may be an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

29. Students in the courses for Elementary certificates in Physical Education or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

30 (1) The subjects of the course for Elementary certificates in Physical Education or in Art are to be found on pages 38-42.

(2) To the instruction in the subjects of the course in Physical Education or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

31. (1) The final standing of candidates for the Elementary certificate in Physical Education or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics, Apparatus and Corrective Exercises, Group Athletic Games, Swimming, National and Folk Dances.

FOR MEN: Calisthenics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

32. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains (a) in Physical Education a minimum of 50% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

(2) (a) No student will be awarded an Elementary certificate in Physical Education or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS',
AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND
FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCA-
TION AND ART.

33. The topics of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Education or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

34. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Gates: *Psychology for Students of Education.*

Kilpatrick: *Foundations of Method.*

Raymont: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Waples: *Procedures in High School Teaching.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

35. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: *School Efficiency.*

Bagley: *Class Management; School Discipline.*

Colvin: *Introduction to High School Teaching.*

Cubberley: *The Principal and his School.*

Hume: *The Improvement of the Elementary Teacher in Service.*

Johnston: *The Modern High School.*

Stout: *The High School.*

ENGLISH.

36. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF COURSES.

(3) *Composition*.—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Public School Manual in Composition.

Bolenius: The Teaching of Literature in Grammar Grades and the High School.

Dickie: Modern Practice in the Teaching of Composition.

Macpherson: The Study of English Literature.

Bolenius: The Teaching of Oral English.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Clark: How to Teach Reading in the Public School.

Fairchild: The Teaching of Poetry in the High School.

Huey: Psychology and Pedagogy of Reading.

Lamborn: The Rudiments of Criticism.

Stone: Silent and Oral Reading.

HISTORY.

37. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.

Tryon: The Teaching of History in Junior and Senior High School.

Barnard: The Teaching of Community Civics.

Bourne: The Teaching of History and Civics.

Dunn: Social Studies in Secondary Education.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

SEMINAR IN ENGLISH AND HISTORY.

38. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF COURSES.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.

Boillot: *The Methodical Study of Literature.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

MATHEMATICS.

39. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF COURSES.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF COURSES.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.
 McMurry: Special Method in Arithmetic.
 Ligda: The Teaching of Elementary Algebra.
 Smith: The Teaching of Geometry.
 Lannes: The Teaching of Arithmetic.
 Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

40. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.
 Thorndike: The Psychology of Arithmetic.
 Fink: A Brief History of Mathematics.
 Schultze: The Teaching of Secondary Mathematics.
 Articles in "School Science and Mathematics".

DETAILS OF COURSES.

GEOGRAPHY.

41. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Brown: *Principles of Economic Geography.*

SCIENCE.

42. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF COURSES.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

43. **Manipulation:** Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF COURSES.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Davis: Natural History of Animals.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

44. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF COURSES.

CLASSICS (LATIN AND GREEK).

45. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Gildersleeve and Lodge: Latin Grammar.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

46. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Articles in the "Classical Journal".

Seymour: Life in the Homeric Age.

The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF COURSES.

FRENCH, GERMAN, OR SPANISH.

47. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

Bagster-Collins: The Teaching of German.

Bahlsen: Teaching of Foreign Languages.

Dumville: French Pronunciation.

Heath: Report of the Committee of Twelve.

Jespersen: How to Teach a Foreign Language.

Palmer: Scientific Study and Teaching of Languages.

Savory and Jones: Sounds of the French Language.

Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

48. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

DETAILS OF COURSES.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

49. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

DETAILS OF COURSES.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Hulbert: Breathing for Voice Production.

Mason: How to Teach the Staff Notation.

SEMINAR IN HOUSEHOLD SCIENCE.

50. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; characteristics of various types of pupils in elementary and secondary schools and in the University; accommodations and equipment for household science work in rural, consolidated, urban, and special classes; planning and discussion of courses of study; methods of instruction; problems of organization and class management.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools*, *Household Management*, *Sewing*.

Cook: Essentials of Sewing.

Balldt: Clothing for Women.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Kinne: Equipment for Teaching Domestic Science.

Hanna: Methods of Teaching Home Economics.

Bevier: Home Economics in Education.

Leake: Vocational Education.

Syllabus of Home Economics (American Home Economics Association, Baltimore, Md.).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.).

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.).

PHYSICAL EDUCATION

51. THEORY: (For men and women):

(1) First Aid: The anatomy and physiology of the human body will be briefly outlined. First aid as applied to injuries received in the home, school, schoolyard, and athletic field will be considered fully. Camp and industrial injuries will be discussed also.

DETAILS OF COURSES.

(2) Physical Education in the Educative Process: The relation of physical education to education in general; discussions of the place of Drill, Calisthenics, Apparatus Work, Games, and Physical Examinations in a school programme; intramural activities and interscholastic athletics; organization and administration of a Physical Education Department.

(3) Mass Athletics and Intramural Activities: A consideration of the problem of handling large groups effectively and arousing active interest of all students in athletic activities within the school; a study of various methods of reaching every student and establishing individual, class and school competition in physical activities.

(4) Health Talks: What the teacher can do to further good health in schools; subject matter for health talks by teachers: the place of food, exercise, sleep, hygiene in maintaining good health, preventive measures for pupils.

PRACTICE: (For men):

(1) Gymnasium Tactics: Class formations to suit the many conditions found in the schools of the province; marching tactics; gymnastic nomenclature; proper use of the voice.

(2) Calisthenics: Elementary exercises with light apparatus, such as wands, dumbbells, clubs; freehand drills; body building and corrective work; practice teaching in calisthenics.

(3) Apparatus Work: Elementary training and practice teaching in exercises for the following apparatus: horse, parallel bars, mats, vaulting-bar, buck, rings, and suspended ladder.

(4) Group Games: Practice in games suitable to the classroom, school yard, gymnasium and playground.

(5) Team Games: Indoor baseball, volley ball, basketball.

(6) Track and Field Athletics: A course in training methods and correct form for all standard track and field events.

(7) Swimming: (a) The organization and administration of the "water gymnasium"; (b) Teaching Methods; (c) Life Saving Courses.

NOTE—In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

PRACTICE: (For women):

(1) General Gymnastics: Swedish exercises; calisthenic exercises using wands, dumbbells and clubs, etc.; class formations, marching tactics.

(2) Group Games: Gymnasium and playground active games; athletic games—basketball, softball, volleyball; field day sports and games; how to organize and conduct the above games.

DETAILS OF COURSES.

(3) Apparatus Work: (a) Exercises on the horse, parallel bars, stall bars, suspended ladder; (b) corrective exercises for postural defects in the growing child.

(4) National and Folk Dances: National and Peasant dances of various countries—emphasizing English Country and Morris dances.

(5) Swimming: Same as for men.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: The Diving and Swimming Book.

Fisher and Fiske: How to Live.

Handley: Swimming for Women.

May: Graded Exercises in Calisthenics and Gymnastic Apparatus.

Pohl: Manual of Dancing Steps.

Pyle: Personal Hygiene.

Royal Life Saving Society Handbook of Instruction.

Staley: Games, Contests and Relays.

Spalding's Athletic Library.

Sullivan: The Science of Swimming.

ART.

THEORY AND PRACTICE.

52. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

DETAILS OF COURSES.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

DETAILS OF COURSES

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: A Guide to Pictures.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Drawing for Art Students.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 28th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) A Second-Class or First-Class Public School or a High School Assistant's certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

FEEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with twenty-five copies of the thesis.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science,
Physical Education.

Calendar of the Department of Social Service

Calendar of the Department of Public Health
Nursing

Announcement of the Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
1927-1928

UNIVERSITY OF TORONTO



CALENDAR OF THE ONTARIO COLLEGE OF EDUCATION 1927-1928

UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

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<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
<i>Librarian</i>	WILLIAM STEWART WALLACE, M.A.
<i>Director of Extension Work and Publicity</i> ...	WILLIAM JAMES DUNLOP, B.A.
<i>Superintendent of Buildings and Grounds</i> ..	ARTHUR D'ORR LE PAN, B.A.Sc.
<i>Warden of Hart House</i>	JOHN BURGON BICKERSTETH, M.A.
<i>Director of University Health Service</i>	GEORGE DANA PORTER, M.B.
<i>Medical Adviser for Women Students</i> ...	MISS EDITH GORDON, B.A., M.B., D.P.H.
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ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D., D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.
<i>Secretary</i>	MISS LYDA SWINARTON

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

1927

CALENDAR

1927

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	6 13 20 27	Sun.	3 10 17 24
Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	7 14 21 28	Mon.	4 11 18 25
Tues.	4 11 18 25 ..	Tues.	1 8 15 22 ..	Tues.	1 8 15 22 29	Tues.	5 12 19 26
Wed.	5 12 19 26 ..	Wed.	2 9 16 23 ..	Wed.	2 9 16 23 30	Wed.	6 13 20 27
Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	3 10 17 24 31	Thur.	7 14 21 28
Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29
Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	5 12 19 26 ..	Sat.	2 9 16 23 30
MAY		JUNE		JULY		AUGUST	
Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	3 10 17 24 31	Sun.	7 14 21 28
Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	4 11 18 25 ..	Mon.	1 8 15 22 29
Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	5 12 19 26 ..	Tues.	2 9 16 23 30
Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29	Wed.	6 13 20 27 ..	Wed.	3 10 17 24 31
Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30	Thur.	7 14 21 28 ..	Thur.	4 11 18 25 ..
Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	1 8 15 22 29 ..	Fri.	5 12 19 26 ..
Sat.	7 14 21 28 ..	Sat.	4 11 18 25 ..	Sat.	2 9 16 23 30 ..	Sat.	6 13 20 27 ..
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	4 11 18 25	Sun.	2 9 16 23 30	Sun.	6 13 20 27	Sun.	4 11 18 25
Mon.	5 12 19 26	Mon.	3 10 17 24 31	Mon.	7 14 21 28	Mon.	5 12 19 26
Tues.	6 13 20 27	Tues.	4 11 18 25 ..	Tues.	1 8 15 22 29	Tues.	6 13 20 27
Wed.	7 14 21 28	Wed.	5 12 19 26 ..	Wed.	2 9 16 23 30	Wed.	7 14 21 28
Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..	Thur.	3 10 17 24 ..	Thur.	1 8 15 22 29
Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..	Fri.	4 11 18 25 ..	Fri.	2 9 16 23 30
Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..	Sat.	5 12 19 26 ..	Sat.	3 10 17 24 31

1928

CALENDAR

1928

JANUARY		FEBRUARY		MARCH		APRIL	
Sun.	1 8 15 22 29	Sun.	5 12 19 26	Sun.	4 11 18 25	Sun.	1 8 15 22 29
Mon.	2 9 16 23 30	Mon.	6 13 20 27	Mon.	5 12 19 26	Mon.	2 9 16 23 30
Tues.	3 10 17 24 31	Tues.	7 14 21 28	Tues.	6 13 20 27	Tues.	3 10 17 24 ..
Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29	Wed.	7 14 21 28	Wed.	4 11 18 25 ..
Thur.	5 12 19 26 ..	Thur.	2 9 16 23 ..	Thur.	1 8 15 22 29	Thur.	5 12 19 26 ..
Fri.	6 13 20 27 ..	Fri.	3 10 17 24 ..	Fri.	2 9 16 23 30	Fri.	6 13 20 27 ..
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MAY		JUNE		JULY		AUGUST	
Sun.	6 13 20 27	Sun.	3 10 17 24 ..	Sun.	1 8 15 22 29	Sun.	5 12 19 26
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Tues.	1 8 15 22 29	Tues.	5 12 19 26 ..	Tues.	3 10 17 24 31	Tues.	7 14 21 28
Wed.	2 9 16 23 30	Wed.	6 13 20 27 ..	Wed.	4 11 18 25 ..	Wed.	1 8 15 22 29
Thur.	3 10 17 24 31	Thur.	7 14 21 28 ..	Thur.	5 12 19 26 ..	Thur.	2 9 16 23 30
Fri.	4 11 18 25 ..	Fri.	1 8 15 22 29 ..	Fri.	6 13 20 27 ..	Fri.	3 10 17 24 31
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SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Sun.	2 9 16 23 30	Sun.	7 14 21 28	Sun.	4 11 18 25	Sun.	2 9 16 23 30
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Tues.	4 11 18 25 ..	Tues.	2 9 16 23 30	Tues.	6 13 20 27	Tues.	4 11 18 25 ..
Wed.	5 12 19 26 ..	Wed.	3 10 17 24 31	Wed.	7 14 21 28	Wed.	5 12 19 26 ..
Thur.	6 13 20 27 ..	Thur.	4 11 18 25 ..	Thur.	1 8 15 22 29	Thur.	6 13 20 27 ..
Fri.	7 14 21 28 ..	Fri.	5 12 19 26 ..	Fri.	2 9 16 23 30	Fri.	7 14 21 28 ..
Sat.	1 8 15 22 29 ..	Sat.	6 13 20 27 ..	Sat.	3 10 17 24 ..	Sat.	1 8 15 22 29 ..

CALENDAR, 1927-28

- 1927—July 4.....Summer Session begins.
Aug. 6.....Summer Session closes.
Sept. 28.....Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 28.....The Opening Address by the President to the
students of all the Faculties and Colleges at
3 p.m. in Convocation Hall.
Oct. 6.....Meeting of Council.
Oct. 7.....Interfaculty Track Meet.
Nov. 3.....Meeting of Council.
Dec. 1.....Meeting of Council.
Dec. 21.....Last day of Lectures. Term ends at 1 p.m.
- 1928—Jan. 4.....Easter Term begins at 9 a.m.
Jan. 5.....Meeting of Council.
Feb. 2.....Meeting of Council.
Mar. 8.....Meeting of Council.
April 6.....Easter Vacation begins.
April 16.....Spring Term begins.
June 7..8...University Commencement.
June 15.....Session closes.
- Oct. 6-9.....Celebration of Centenary of the University.

THE ONTARIO COLLEGE OF EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Education and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSIONS

1. Enrolment in classes of the regular session will begin Tuesday, September 27th, and the instruction will begin September 28th, at 10 a.m. The Autumn Term will end December 21st, at 1 p.m., and the Easter Term will begin January 4th, at 9 a.m. The Spring Term will begin April 16th and end June 15th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case

considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to a student in the Ontario College of Education.

The general basis on which the above scholarships may be awarded areas follows:

- (a) Standing in course of studies.
- (b) Need of assistance.
- (c) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.
- (d) Relationship, if any, to active service during Great War.

Information regarding this scholarship may be obtained from the Secretary-Treasurer of the Alumni Federation, Room 225, Simcoe Hall, to whom applications for the same must be made not later than January 15th.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS' CERTIFICATES.

CONDITIONS OF ADMISSION

5. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 27th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1927.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

6. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

7. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

8. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* the course for the Elementary certificate in Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

9. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

10. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

11. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

12. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

13. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 5 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

14. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

15. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES

16. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, Household Science, and Physical Education.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

17. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

18. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

19. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate and after due examination by such Inspector. A candidate who has failed in a practical examination at the Ontario College of Education, Toronto, or under a Provincial Inspector will not be admitted to a second practical examination during the same college year.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

20. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

FEES

21. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

22. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

23. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

24. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

25. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

26. (1) (a) Subject to the conditions of Sec. 25 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 12, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND IN ART

CONDITIONS OF ADMISSION

27. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or the course for the Elementary certificate in Art.

FEEES

28. As the course for the Elementary certificate in Physical Education or in Art may be an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

29. Students in the courses for Elementary certificates in Physical Education or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

30. (1) The subjects of the course for Elementary certificates in Physical Education or in Art are to be found on pages 38-42.

(2) To the instruction in the subjects of the course in Physical Education or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

31. (1) The final standing of candidates for the Elementary certificate in Physical Education or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics, Apparatus and Corrective Exercises, Group Athletic Games, Swimming, National and Folk Dances.

FOR MEN: Calisthenics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

32. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains (a) in Physical Education a minimum of 50% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

(2) (a) No student will be awarded an Elementary certificate in Physical Education or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS',
AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND
FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCA-
TION AND ART.

33. The topics of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Education or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

34. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Dewey: *Democracy and Education.*

Gates: *Psychology for Students of Education.*

Kilpatrick: *Foundations of Method.*

Raymont: *Principles of Education.*

Sandiford: *Mental and Physical Life of School Children.*

Starch: *Educational Psychology.*

Waddle: *Introduction to Child Psychology.*

Waples: *Procedures in High School Teaching.*

Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

35. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

36. (1) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF COURSES.

(3) *Composition*.—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Public School Manual in Composition.

Bolenius: The Teaching of Literature in Grammar Grades and the High School.

Dickie: Modern Practice in the Teaching of Composition.

Macpherson: The Study of English Literature.

Bolenius: The Teaching of Oral English.

Carpenter, Baker and Scott: The Teaching of English.

Chubb: The Teaching of English.

Clark: How to Teach Reading in the Public School.

Fairchild: The Teaching of Poetry in the High School.

Haddow: On the Teaching of Poetry,

Lamborn: The Rudiments of Criticism.

Stone: Silent and Oral Reading.

HISTORY.

37. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.

Tryon: The Teaching of History in Junior and Senior High School.

Barnard: The Teaching of Community Civics.

Bourne: The Teaching of History and Civics.

Dunn: Social Studies in Secondary Education.

Jarvis: The Teaching of History.

Johnson: The Teaching of History.

Macpherson: Visual Aids in the Teaching of History.

SEMINAR IN ENGLISH AND HISTORY.

38. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF COURSES.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.

Boillot: *The Methodical Study of Literature.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

MATHEMATICS.

39. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF COURSES.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF COURSES.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: *Special Method in Arithmetic.*

Ligda: *The Teaching of Elementary Algebra.*

Lannes: *The Teaching of Arithmetic.*

Young: *The Teaching of Mathematics.*

SEMINAR IN MATHEMATICS.

40. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: *A Foundation Study in the Pedagogy of Arithmetic.*

Thorndike: *The Psychology of Arithmetic.*

Fink: *A Brief History of Mathematics.*

Schultze: *The Teaching of Secondary Mathematics.*

Articles in "School Science and Mathematics".

DETAILS OF COURSES.

GEOGRAPHY.

41. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Brown: *Principles of Economic Geography.*

SCIENCE.

42. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF COURSES.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

43. **Manipulation:** Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF COURSES.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Davis: Natural History of Animals.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

44. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF COURSES.

CLASSICS (LATIN AND GREEK).

45. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

- Bennett: The Teaching of Latin.
- Chickering and Hoadley: Beginner's Latin by the Direct Method.
- Gildersleeve and Lodge: Latin Grammar.
- Westaway: Quantity and Accent in the Pronunciation of Latin.
- Bristol: The Teaching of Greek.
- Thompson: Homeric Grammar.
- Goodwin: Greek Grammar.
- Goodell: Greek Grammar.
- Arnold: On Translating Homer.
- Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

46. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

- Bennett and Bristol: The Teaching of Latin and Greek.
- Articles in the "Classical Journal".
- Seymour: Life in the Homeric Age.
- The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF COURSES.

FRENCH, GERMAN, OR SPANISH.

47. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

Bagster-Collins: The Teaching of German.

Bahlsen: Teaching of Foreign Languages.

Dumville: French Pronunciation.

Heath: Report of the Committee of Twelve.

Jespersen: How to Teach a Foreign Language.

Palmer: Scientific Study and Teaching of Languages.

Savory and Jones: Sounds of the French Language.

Vietor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

48. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

DETAILS OF COURSES.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
- Bahlsen: Teaching of Modern Languages.
- Brebner: Method of Teaching Modern Languages in Germany.
- Breul: Teaching of Modern Languages.
- Dumville: French Pronunciation.
- Geddes: French Pronunciation.
- Gouin: The Teaching and Studying of Languages.
- Gouris: Teaching by the Direct Method.
- Jespersen: How to Teach a Foreign Language.
- Kittson: Theory and Practice of Language Teaching.
- Rippmann: Elements of Phonetics.
- Savory and Jones: Sounds of the French Language.
- Sweet: Practical Study of Languages.
- Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

49. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

DETAILS OF COURSES.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Hulbert: Breathing for Voice Production.

Mason: How to Teach the Staff Notation.

SEMINAR IN HOUSEHOLD SCIENCE.

50. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; characteristics of various types of pupils in elementary and secondary schools and in the University; accommodations and equipment for household science work in rural, consolidated, urban, and special classes; planning and discussion of courses of study; methods of instruction; problems of organization and class management.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Cook: Essentials of Sewing.

Baldt: Clothing for Women.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Kinne: Equipment for Teaching Domestic Science.

Hanna: Methods of Teaching Home Economics.

Bevier: Home Economics in Education.

Leake: Vocational Education.

Syllabus of Home Economics (American Home Economics Association, Baltimore, Md.).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.).

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.).

PHYSICAL EDUCATION

51. THEORY: (For men and women):

(1) First Aid: The anatomy and physiology of the human body will be briefly outlined. First aid as applied to injuries received in the home, school, schoolyard, and athletic field will be considered fully. Camp and industrial injuries will be discussed also.

DETAILS OF COURSES.

(2) Physical Education in the Educative Process: The relation of physical education to education in general; discussions of the place of Drill, Calisthenics, Apparatus Work, Games, and Physical Examinations in a school programme; intramural activities and interscholastic athletics; organization and administration of a Physical Education Department.

(3) Mass Athletics and Intramural Activities: A consideration of the problem of handling large groups effectively and arousing active interest of all students in athletic activities within the school; a study of various methods of reaching every student and establishing individual, class and school competition in physical activities.

(4) Health Talks: What the teacher can do to further good health in schools; subject matter for health talks by teachers: the place of food, exercise, sleep, hygiene in maintaining good health, preventive measures for pupils.

PRACTICE: (For men):

(1) Gymnasium Tactics: Class formations to suit the many conditions found in the schools of the province; marching tactics; gymnastic nomenclature; proper use of the voice.

(2) Calisthenics: Elementary exercises with light apparatus, such as wands, dumbbells, clubs; freehand drills; body building and corrective work; practice teaching in calisthenics.

(3) Apparatus Work: Elementary training and practice teaching in exercises for the following apparatus: horse, parallel bars, mats, vaulting-bar, buck, rings, and suspended ladder.

(4) Group Games: Practice in games suitable to the classroom, school yard, gymnasium and playground.

(5) Team Games: Indoor baseball, volley ball, basketball.

(6) Track and Field Athletics: A course in training methods and correct form for all standard track and field events.

(7) Swimming: (a) The organization and administration of the "water gymnasium"; (b) Teaching Methods; (c) Life Saving Courses.

NOTE—In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

PRACTICE: (For women):

(1) General Gymnastics: Swedish exercises; calisthenic exercises using wands, dumbbells and clubs, etc.; class formations, marching tactics.

(2) Group Games: Gymnasium and playground active games; athletic games—basketball, softball, volleyball; field day sports and games; how to organize and conduct the above games.

DETAILS OF COURSES.

(3) Apparatus Work: (a) Exercises on the horse, parallel bars, stall bars, suspended ladder; (b) corrective exercises for postural defects in the growing child.

(4) National and Folk Dances: National and Peasant dances of various countries—emphasizing English Country and Morris dances.

(5) Swimming: Same as for men.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: The Diving and Swimming Book.

Fisher and Fiske: How to Live.

Handley: Swimming for Women.

May: Graded Exercises in Calisthenics and Gymnastic Apparatus.

Pohl: Manual of Dancing Steps.

Pyle: Personal Hygiene.

Royal Life Saving Society Handbook of Instruction.

Staley: Games, Contests and Relays.

Spalding's Athletic Library.

Sullivan: The Science of Swimming.

SEMINAR IN PHYSICAL EDUCATION

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

Books of Reference:

Skarstrom: Gymnastic Teaching.

Knudsen: A Textbook of Gymnastics.

Bukh: Primary Gymnastics.

Staley: Calisthenics (modern methods).

Williams: The Organization and Administration of Physical Education

Bancroft: The Posture of School Children.

Bowen and McKenzie: Applied Anatomy and Kinesiology.

McKenzie: Exercise in Education and Medicine.

Bundy: Anatomy and Physiology.

Lovett: Round Shoulders and Spinal Curvature.

The American Physical Education Reviews.

ART.

THEORY AND PRACTICE.

52. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

DETAILS OF COURSES.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

DETAILS OF COURSES

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: How to Study Pictures.

Cross: Colour.

Cross: Light and Shade.

Low: Composition.

Hatton: Perspective.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Drawing for Art Students.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 27th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.

(3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.

(4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.

(5) One of the following:

(a) A Second-Class or First-Class Public School or a High School Assistant's certificate.

(b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

FEEES

(1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.

(2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.

(3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the Thesis or an approved abstract thereof.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science,
Physical Education for Women.

Calendar of the Department of Social Service

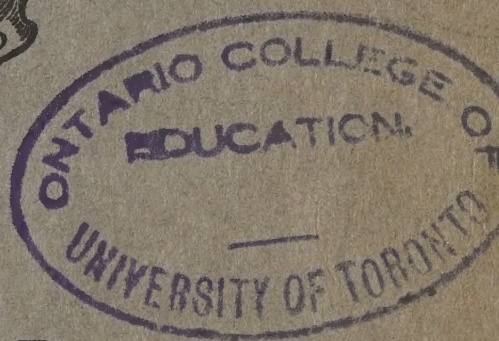
Calendar of the Department of Public Health
Nursing

Announcement of the Summer Session

Directory of Staff and Students

Library copy

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
COURSES IN EDUCATION
1928-1929

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
COURSES IN EDUCATION
1928-1929

UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

THE UNIVERSITY

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
<i>Librarian</i>	WILLIAM STEWART WALLACE, M.A.
<i>Director of Extension Work and Publicity</i> ..	WILLIAM JAMES DUNLOP, B.A.
<i>Superintendent of Buildings and Grounds</i> ..	ARTHUR D'ORR LE PAN, B.A.SC.
<i>Warden of Hart House</i>	JOHN BURGON BICKERSTETH, M.A.
<i>Director of University Health Service</i>	GEORGE DANA PORTER, M.B.
<i>Medical Adviser for Women Students</i> ..	MISS EDITH GORDON, B.A., M.B., D.P.H.
<i>Manager of the University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D. D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.
<i>Secretary</i>	MISS LYDA SWINARTON

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

1928

CALENDAR

1928

JANUARY					FEBRUARY					MARCH					APRIL										
Sun.	1	8	15	22	29	Sun.	5	12	19	26	Sun.	4	11	18	25	Sun.	1	8	15	22	29				
Mon.	2	9	16	23	30	Mon.	6	13	20	27	Mon.	5	12	19	26	Mon.	2	9	16	23	30				
Tues.	3	10	17	24	31	Tues.	7	14	21	28	Tues.	6	13	20	27	Tues.	3	10	17	24	..				
Wed.	4	11	18	25	..	Wed.	1	8	15	22	29	Wed.	7	14	21	28	Wed.	4	11	18	25	..			
Thur.	5	12	19	26	..	Thur.	2	9	16	23	..	Thur.	1	8	15	22	29	Thur.	5	12	19	26	..		
Fri.	6	13	20	27	..	Fri.	3	10	17	24	..	Fri.	2	9	16	23	30	Fri.	6	13	20	27	..		
Sat.	7	14	21	28	..	Sat.	4	11	18	25	..	Sat.	3	10	17	24	31	Sat.	7	14	21	28	..		
MAY					JUNE					JULY					AUGUST										
Sun.	6	13	20	27	Sun.	3	10	17	24	..	Sun.	1	8	15	22	29	Sun.	5	12	19	26	..			
Mon.	7	14	21	28	Mon.	4	11	18	25	..	Mon.	2	9	16	23	30	Mon.	6	13	20	27	..			
Tues.	1	8	15	22	29	Tues.	5	12	19	26	..	Tues.	3	10	17	24	31	Tues.	7	14	21	28	..		
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Thur.	3	10	17	24	31	Thur.	7	14	21	28	..	Thur.	5	12	19	26	..	Thur.	2	9	16	23	30	..	
Fri.	4	11	18	25	..	Fri.	1	8	15	22	29	..	Fri.	6	13	20	27	..	Fri.	3	10	17	24	31	..
Sat.	5	12	19	26	..	Sat.	2	9	16	23	30	..	Sat.	7	14	21	28	..	Sat.	4	11	18	25	..	..
SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER										
Sun.	2	9	16	23	30	Sun.	7	14	21	28	Sun.	4	11	18	25	Sun.	2	9	16	23	30	..			
Mon.	3	10	17	24	..	Mon.	1	8	15	22	29	Mon.	5	12	19	26	Mon.	3	10	17	24	31	..		
Tues.	4	11	18	25	..	Tues.	2	9	16	23	30	Tues.	6	13	20	27	Tues.	4	11	18	25	..	..		
Wed.	5	12	19	26	..	Wed.	3	10	17	24	31	Wed.	7	14	21	28	Wed.	5	12	19	26	..	..		
Thur.	6	13	20	27	..	Thur.	4	11	18	25	..	Thur.	1	8	15	22	29	Thur.	6	13	20	27	..	..	
Fri.	7	14	21	28	..	Fri.	5	12	19	26	..	Fri.	2	9	16	23	30	Fri.	7	14	21	28	..	..	
Sat.	1	8	15	22	29	..	Sat.	6	13	20	27	..	Sat.	3	10	17	24	..	Sat.	1	8	15	22	29	..

1929

CALENDAR

1929

JANUARY					FEBRUARY					MARCH					APRIL									
Sun.	6	13	20	27	Sun.	3	10	17	24	Sun.	3	10	17	24	31	Sun.	7	14	21	28				
Mon.	7	14	21	28	Mon.	4	11	18	25	Mon.	4	11	18	25	..	Mon.	1	8	15	22	29			
Tues.	1	8	15	22	29	Tues.	5	12	19	26	Tues.	5	12	19	26	..	Tues.	2	9	16	23	30		
Wed.	2	9	16	23	30	Wed.	6	13	20	27	Wed.	6	13	20	27	..	Wed.	3	10	17	24	..		
Thur.	3	10	17	24	31	Thur.	7	14	21	28	Thur.	7	14	21	28	..	Thur.	4	11	18	25	..		
Fri.	4	11	18	25	..	Fri.	1	8	15	22	..	Fri.	1	8	15	22	29	..	Fri.	5	12	19	26	..
Sat.	5	12	19	26	..	Sat.	2	9	16	23	..	Sat.	2	9	16	23	30	..	Sat.	6	13	20	27	..
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Sun.	5	12	19	26	Sun.	2	9	16	23	30	Sun.	7	14	21	28	Sun.	4	11	18	25	..			
Mon.	6	13	20	27	Mon.	3	10	17	24	..	Mon.	1	8	15	22	29	Mon.	5	12	19	26	..		
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Wed.	1	8	15	22	29	Wed.	5	12	19	26	..	Wed.	3	10	17	24	31	Wed.	7	14	21	28	..	
Thur.	2	9	16	23	30	Thur.	6	13	20	27	..	Thur.	4	11	18	25	..	Thur.	1	8	15	22	29	
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SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER									
Sun.	1	8	15	22	29	Sun.	6	13	20	27	Sun.	3	10	17	24	Sun.	1	8	15	22	29			
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Wed.	4	11	18	25	..	Wed.	2	9	16	23	30	Wed.	6	13	20	27	Wed.	4	11	18	25	..		
Thur.	5	12	19	26	..	Thur.	3	10	17	24	31	Thur.	7	14	21	28	Thur.	5	12	19	26	..		
Fri.	6	13	20	27	..	Fri.	4	11	18	25	..	Fri.	1	8	15	22	29	Fri.	6	13	20	27	..	
Sat.	7	14	21	28	..	Sat.	5	12	19	26	..	Sat.	2	9	16	23	30	Sat.	7	14	21	28	..	

CALENDAR, 1928-29

- 1928—July 3 Summer Session begins.
Aug. 31 Summer Session closes.
Sept. 26 Opening Lecture at 10 a.m. in the Assembly Hall of
the Ontario College of Education.
Sept. 26 The Opening Address by the President to the
students of all the Faculties and Colleges at
3 p.m. in Convocation Hall.
Oct. 4 Meeting of Council.
Oct. 10 Interfaculty Track Meet.
Nov. 1 Meeting of Council.
Dec. 6 Meeting of Council.
Dec. 20 Last day of Lectures. Term ends at 1 p.m.
- 1929—Jan. 3 Easter Term begins at 9 a.m.
Jan. 3 Meeting of Council.
Feb. 7 Meeting of Council.
Mar. 7 Meeting of Council.
Mar. 29 Easter Vacation begins.
April 8 Spring Term begins.
June 6-7 University Commencement.
June 14 Session of Courses in Education closes.

THE ONTARIO COLLEGE OF EDUCATION

COURSES IN EDUCATION

GENERAL INFORMATION

The Ontario College of Education is the University's professional school of education. It trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teachers of Art, Household Science, Physical Education and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for (1) Interim High School Assistants' and High School Specialists' certificates with Interim First Class Public School certificates or Elementary certificates in Physical Education and Art, (2) Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A. and Ph.D.

I.

COURSES FOR INTERIM HIGH SCHOOL ASSISTANTS' AND HIGH SCHOOL SPECIALISTS' CERTIFICATES WITH INTERIM FIRST CLASS PUBLIC SCHOOL CERTIFICATES OR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART, AND FOR ORDINARY CERTIFICATES AS TEACHERS OF HOUSEHOLD SCIENCE.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 25th, and the instruction will begin September 26th, at 10 a.m. The Autumn Term will end December 20th, at 1 p.m., and the Easter Term will begin January 3rd, at 9 a.m. The Spring Term will begin April 8th and end June 14th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case

considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general basis on which the above scholarships may be awarded are as follows:

- (a) Standing in course of studies.
- (b) Need of assistance.
- (c) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.
- (d) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, Room 225, Simcoe Hall, to whom applications for the same must be made not later than January 15th.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS'
CERTIFICATES.

CONDITIONS OF ADMISSION

5. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 26th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1928.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario, for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

6. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$8.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

7. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in *italics* in the lists given below under each subject.

PROGRAMME OF STUDIES

8. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and *Law, English, History, Geography, and (a) Latin, and French or German or Spanish or Greek or (b) Mathematics and Science.*

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* the course for the Elementary certificate in Art.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

9. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

10. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

11. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(c) At the close of each term there will be final examinations in such courses of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(f) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

12. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, excepting for the Spring Term, but will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

13. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 5 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

14. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEES

15. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES

16. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, Commerce, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, Household Science, and Physical Education.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

TEXT-BOOKS

17. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

18. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in a specialist course will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

19. (1) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates, who in their specialist department have obtained (a) 60% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 60% of the marks assigned to the Observation and the Practice-teaching.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) On the recommendation of the examiners the Minister of Education may grant Interim High School Specialists' certificates to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 60% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate and after due examination by such Inspector. A candidate who has failed in a practical examination at the Ontario College of Education, Toronto, or under a Provincial Inspector will not be admitted to a second practical examination during the same college year.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

20. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEES

21. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

22. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

23. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

24. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

25. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

26. (1) (a) Subject to the conditions of Sec. 25 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 12, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND IN ART

CONDITIONS OF ADMISSION

27. Students who have been admitted to the course for Interim High School Assistants' certificates will take also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or the course for the Elementary certificate in Art.

FEES

28. As the course for the Elementary certificate in Physical Education or in Art may be an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

29. Students in the courses for Elementary certificates in Physical Education or Art will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

30. (1) The subjects of the course for Elementary certificates in Physical Education or in Art are to be found on pages 38-42.

(2) To the instruction in the subjects of the course in Physical Education or in Art will be allotted a maximum of one hundred and twenty lecture periods.

EXAMINATIONS

31. (1) The final standing of candidates for the Elementary certificate in Physical Education or in Art will be determined by the results of the sessional work, final practical tests, and final written examinations.

(2) (a) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION AND ART—*Continued*

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics, Apparatus and Corrective Exercises, Group Athletic Games, Swimming, National and Folk Dances.

FOR MEN: Calisthenics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Time Tests:

Drawing from common objects, in pencil, and in charcoal.

Drawing from nature.

Composition, simple illustration of a given subject.

Modelling of simple forms.

Design of conventionalized natural forms, lettering.

Colour painting still life in colour harmony.

Blackboard and memory drawing.

Written Tests:

Outlines of the history of art.

Theory of colour.

Design and applied art.

Elementary perspective.

Methods of teaching art in High and Continuation Schools.

Each subject and each paper shall be valued at 100.

CERTIFICATES

32. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains (a) in Physical Education a minimum of 50% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL
CULTURE AND ART—*Continued.*

(2) (a) No student will be awarded an Elementary certificate in Physical Education or Art whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

DETAILS OF COURSES.

FOR HIGH SCHOOL ASSISTANTS', HIGH SCHOOL SPECIALISTS',
AND FIRST CLASS PUBLIC SCHOOL CERTIFICATES AND
FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCA-
TION AND ART.

33. The topics of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Education or Art are given below. For the courses for Interim First Class Public School certificates these topics and subjects must be supplemented by the topics and subjects set out in the Normal School courses for First Class Public School certificates.

THE SCIENCE OF EDUCATION.

34. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF COURSES.

Books of Reference:

*of copies
Library:* 1 Ontario Normal School Manuals: *Science of Education, History of Education.*

3 Adams (Ed.): *The New Teaching.*

3 Dewey: *Democracy and Education.*

3 Gates: *Psychology for Students of Education.*

3 Kilpatrick: *Foundations of Method.*

1 Raymont: *Principles of Education.*

2 Sandiford: *Mental and Physical Life of School Children.*

4 Starch: *Educational Psychology.*

2 Waddle: *Introduction to Child Psychology.*

1 Waples: *Procedures in High School Teaching.*

2 Woodrow: *Brightness and Dullness in Children.*

SCHOOL MANAGEMENT AND LAW.

35. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF COURSES.

Time-tables: purpose; principles involved in construction; typical **daily** programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: School Efficiency.

Bagley: Class Management; School Discipline.

Colvin: Introduction to High School Teaching.

Cubberley: The Principal and his School.

Hume: The Improvement of the Elementary Teacher in Service.

Johnston: The Modern High School.

Stout: The High School.

ENGLISH.

36. (1) *Literature*.—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar*.—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF COURSES.

(3) *Composition*.—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

- 3 Ontario High School Grammar.
 3 Ontario High School Composition.
 3 Public School Manual in Composition.
 5 Bolenius: *The Teaching of Literature in Grammar Grades and the High School*.
 2 Dickie: *Modern Practice in the Teaching of Composition*.
 2 Macpherson: *The Study of English Literature*.
 3 Bolenius: *The Teaching of Oral English*.
 3 Carpenter, Baker and Scott: *The Teaching of English*.
 3 Chubb: *The Teaching of English*.
 3 Clark: *How to Teach Reading in the Public School*.
 1 Fairchild: *The Teaching of Poetry in the High School*.
 4 Haddow: *On the Teaching of Poetry*.
 2 Lamborn: *The Rudiments of Criticism*.
 2 Stone: *Silent and Oral Reading*.

HISTORY.

37. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

- 2 Public School Manual: *History*.
 7 Tryon: *The Teaching of History in Junior and Senior High School*.
 7 Barnard: *The Teaching of Community Civics*.
 3 Bourne: *The Teaching of History and Civics*.
 2 Dunn: *Social Studies in Secondary Education*.
 2 Jarvis: *The Teaching of History*.
 2 Johnson: *The Teaching of History*.
 5 Macpherson: *Visual Aids in the Teaching of History*.

SEMINAR IN ENGLISH AND HISTORY.

38. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF COURSES.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.

Boillot: *The Methodical Study of Literature.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are adapted for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: *The Teaching of History.*

Tryon: *The Teaching of History in Junior and Senior High Schools.*

Allen: *The Place of History in Education.*

Dunn: *Social Studies in Secondary Education* (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "The Historical Outlook" and other journals.

Simpson: *Supervised Study in History.*

MATHEMATICS.

39. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF COURSES.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF COURSES.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; homework and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

- Public School Manual in Arithmetic.*
- McMurry: *Special Method in Arithmetic.*
- Ligda: *The Teaching of Elementary Algebra.*
- Lannes: *The Teaching of Arithmetic.*
- Young: *The Teaching of Mathematics.*

SEMINAR IN MATHEMATICS.

40. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

- Howell: *A Foundation Study in the Pedagogy of Arithmetic.*
- Thorndike: *The Psychology of Arithmetic.*
- Fink: *A Brief History of Mathematics.*
- Schultze: *The Teaching of Secondary Mathematics.*
- Articles in "School Science and Mathematics".

DETAILS OF COURSES.

GEOGRAPHY.

41. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

2 *Wallis: The Teaching of Geography.*

1 *Chisholm: Handbook of Commercial Geography.*

2 *Lake: Physical Geography.*

3 *Brown: Principles of Economic Geography.*

SCIENCE.

42. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF COURSES.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

Books of Reference:

- High School Manual: Suggestions for Teachers of Science.*
- Burlend: First Course in Zoology.
- Gregory and Simmons: Lessons in Science.
- Twiss: Principles of Science Teaching.
- Lloyd and Bigelow: The Teaching of Biology.
- Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

43. **Manipulation:** Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF COURSES.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Davis: Natural History of Animals.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

44. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF COURSES.

CLASSICS (LATIN AND GREEK).

45. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Gildersleeve and Lodge: Latin Grammar.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

46. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Articles in the "Classical Journal".

Seymour: Life in the Homeric Age.

The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF COURSES.

FRENCH, GERMAN, OR SPANISH.

47. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

Books of Reference:

Bagster-Collins: The Teaching of German.

Bahlsen: Teaching of Foreign Languages.

Dumville: French Pronunciation.

~~Thomas~~ Heath: Report of the Committee of Twelve.

Jespersen: How to Teach a Foreign Language.

~~2~~ Palmer: Scientific Study and Teaching of Languages.

Savory and Jones: Sounds of the French Language.

Viotor: German Pronunciation.

SEMINAR IN FRENCH AND GERMAN.

48. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

DETAILS OF COURSES.

Books of Reference:

- Bagster-Collins: German in Secondary Schools.
 Bahlsen: Teaching of Modern Languages.
 Brebner: Method of Teaching Modern Languages in Germany.
 Breul: Teaching of Modern Languages.
 Dumville: French Pronunciation.
 Geddes: French Pronunciation.
 Gouin: The Teaching and Studying of Languages.
 Gouri¹: Teaching by the Direct Method.
 Jespersen: How to Teach a Foreign Language.
 Kittson: Theory and Practice of Language Teaching.
 Rippmann: Elements of Phonetics.
 Savory and Jones: Sounds of the French Language.
 Sweet: Practical Study of Languages.
 Walter: Zur Methodik des neusprachlichen Unterrichts.

VOCAL MUSIC.

49. Tune: All intervals of the Major Diatonic Scale, both from the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

DETAILS OF COURSES.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Hulbert: Breathing for Voice Production.

Mason: How to Teach the Staff Notation.

SEMINAR IN HOUSEHOLD SCIENCE.

50. The development of Household Science; the relation of household science to the other subjects of the curriculum; its value and aims; characteristics of various types of pupils in elementary and secondary schools and in the University; accommodations and equipment for household science work in rural, consolidated, urban, and special classes; planning and discussion of courses of study; methods of instruction; problems of organization and class management.

Books of Reference:

Ontario Public School Manuals: *Household Science for Rural Schools, Household Management, Sewing.*

Cook: Essentials of Sewing.

Balldt: Clothing for Women.

Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.

Kinne: Equipment for Teaching Domestic Science.

Hanna: Methods of Teaching Home Economics.

Bevier: Home Economics in Education.

Leake: Vocational Education.

Syllabus of Home Economics (American Home Economics Association, Baltimore, Md.).

Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.).

Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.).

PHYSICAL EDUCATION

51. THEORY: (For men and women):

(1) First Aid: The anatomy and physiology of the human body will be briefly outlined. First aid as applied to injuries received in the home, school, schoolyard, and athletic field will be considered fully. Camp and industrial injuries will be discussed also.

DETAILS OF COURSES.

(2) Physical Education in the Educative Process: The relation of physical education to education in general; discussions of the place of Drill, Calisthenics, Apparatus Work, Games, and Physical Examinations in a school programme; intramural activities and interscholastic athletics; organization and administration of a Physical Education Department.

(3) Mass Athletics and Intramural Activities: A consideration of the problem of handling large groups effectively and arousing active interest of all students in athletic activities within the school; a study of various methods of reaching every student and establishing individual, class and school competition in physical activities.

(4) Health Talks: What the teacher can do to further good health in schools; subject matter for health talks by teachers: the place of food, exercise, sleep, hygiene in maintaining good health, preventive measures for pupils.

PRACTICE: (For men):

(1) Gymnasium Tactics: Class formations to suit the many conditions found in the schools of the province; marching tactics; gymnastic nomenclature; proper use of the voice.

(2) Calisthenics: Elementary exercises with light apparatus, such as wands, dumbbells, clubs; freehand drills; body building and corrective work; practice teaching in calisthenics.

(3) Apparatus Work: Elementary training and practice teaching in exercises for the following apparatus: horse, parallel bars, mats, vaulting-bar, buck, rings, and suspended ladder.

(4) Group Games: Practice in games suitable to the classroom, school yard, gymnasium and playground.

(5) Team Games: Indoor baseball, volley ball, basketball.

(6) Track and Field Athletics: A course in training methods and correct form for all standard track and field events.

(7) Swimming: (a) The organization and administration of the "water gymnasium"; (b) Teaching Methods; (c) Life Saving Courses.

NOTE—In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

PRACTICE: (For women):

(1) General Gymnastics: Swedish exercises; calisthenic exercises using wands, dumbbells and clubs, etc.; class formations, marching tactics.

(2) Group Games: Gymnasium and playground active games; athletic games—basketball, softball, volleyball; field day sports and games; how to organize and conduct the above games.

DETAILS OF COURSES.

(3) Apparatus Work: (a) Exercises on the horse, parallel bars, stall bars, suspended ladder; (b) corrective exercises for postural defects in the growing child.

(4) National and Folk Dances: National and Peasant dances of various countries—emphasizing English Country and Morris dances.

(5) Swimming: Same as for men.

Books of Reference:

The Syllabus of Physical Exercises for Schools.

Bancroft: Games for Playground, Home, School and Gymnasium.

Burchenal: Dances of the People.

Burchenal: Folk Dances and Singing Games.

Chalif: Chalif Text-book of Dancing.

Corsan: The Diving and Swimming Book.

~~Fisher and Fiske: How to Live.~~

Handley: Swimming for Women.

~~May: Graded Exercises in Calisthenics and Gymnastic Apparatus.~~

~~Pohl: Manual of Dancing Steps.~~

Pyle: Personal Hygiene.

Royal Life Saving Society Handbook of Instruction.

Staley: Games, Contests and Relays.

Spalding's Athletic Library.

Sullivan: The Science of Swimming.

SEMINAR IN PHYSICAL EDUCATION

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

Books of Reference:

Skarstrom: Gymnastic Teaching.

~~Knudsen: A Textbook of Gymnastics.~~

Not obtained ~~Bath: Primary Gymnastics.~~

Staley: Calisthenics (modern methods).

Williams: The Organization and Administration of Physical Education

Bancroft: The Posture of School Children.

 Bowen and McKenzie: Applied Anatomy and Kinesiology.

 McKenzie: Exercise in Education and Medicine.

 Bundy: Anatomy and Physiology.

Lovett: Round Shoulders and Spinal Curvature.

The American Physical Education Reviews.

2 cop -> Sumption, D - Fundamental Danish Gymnastics for women

ART.

THEORY AND PRACTICE.

52. A. REPRESENTATION.

(1) *Pencil and Charcoal Drawing:*

The proper handling of the lead pencil and charcoal.

The principles of drawing, (1) in outline, (2) in neutral tones to represent colour values, and light and shade.

The principles of elementary perspective.

The study of the effects of light and shade and shadow.

The study of the laws of composition in the pleasing arrangement of objects in small groups.

Freehand drawing, above and below the eye level, in outline, and in neutral tones, (1) from common manufactured objects of curvilinear and of rectilinear form, and (2) from natural forms, as flowers, fruits, plants, trees, insects, animals, etc.

Freehand drawing from memory.

(2) *Blackboard Drawing:*

Practice in making rapid sketches on the blackboard to ensure its use by the student-teacher in teaching other subjects of school study besides art.

(3) *Modelling:*

Modelling in clay and in plasticine of simple forms.

Casting in plaster.

(4) *Water Colour Painting:*

The theory of colour; colour perception; spectrum standards; properties of colour (hue, value, intensity); colour harmony (complementary, analogous, contrasted, and monochromatic scales).

Construction of colour charts.

Brushwork in monochrome.

Water colour painting from common manufactured objects, and from natural forms, of a single object and of small well-composed groups.

B. DESIGN AND LETTERING.

(1) *Decorative Design:*

The principles of decorative design.

The use of geometric and of natural forms in design.

The making of decorative designs and applying them to useful purposes.

The completion of decorative designs in balanced neutral tones and in harmonious colour schemes.

(2) *Lettering:*

The principles of lettering.

Lettering with the freehand and with mechanical aids.

The adaptation of lettering in exercises in applied design.

C. ART APPRECIATION AND THE HISTORY OF ART:

Pictorial Composition: The essential artistic qualities of pictures—in line, tone, and colour.

The study of masterpieces. Essays.

Illustration of given themes.

Visits for study to the Museum and the Gallery of Art.

The study of home and school furnishings and decoration.

An outline of the History of Art.

D. METHODS OF TEACHING ART IN HIGH AND CONTINUATION SCHOOLS:

The Regulations of the Department of Education.

The real objects to be sought in the teaching of Art, involving a consideration of its relation to the life of the student and to the interests of the community.

DETAILS

The organization and equipment of classes.

The care of materials and of drawings.

The courses of study. A natural order and method of development of the subjects and the principles of these courses.

Methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures.

The preparation of studies for class work.

The division of the time given to Art. The correlation of Art with other studies.

Conducting examinations in Art. Points to stress in criticising and valuing drawings.

A discussion of teaching difficulties and methods of overcoming them.

A description of teaching helps and information as to how and where they may be secured.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: *Illustrated Exercises in Design.*

Caffin: *How to Study Pictures.*

Cross: *Colour.*

Cross: *Light and Shade.*

Low: *Composition.*

Hatton: *Perspective.*

Norton: *Freehand Perspective and Sketching.*

Prang's *Art Education for High Schools.*

Reinach: *Apollo—Story of Art throughout the Ages.*

Seaby: *Drawing for Art Students.*

Simonds: *Modelling in Clay and Wax.*

Strange: *Handbook of Lettering.*

Taylor: *Elementary Art Teaching.*

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 26th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

FEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

- Foods, 2 papers.
- Clothing, 2 papers.
- Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10, the fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the Thesis or an approved abstract thereof.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science,
Physical Education for Women.

Announcements—

Social Service, Public Health Nursing, Summer Session

Directory of Staff and Students

UNIVERSITY OF TORONTO



CALENDAR
OF THE
ONTARIO COLLEGE
OF EDUCATION
COURSES IN EDUCATION
1929-1930

UNIVERSITY OF TORONTO



CALENDAR OF THE ONTARIO COLLEGE OF EDUCATION COURSES IN EDUCATION 1929-1930

THE UNIVERSITY OF TORONTO PRESS

ADMINISTRATIVE OFFICERS

THE UNIVERSITY

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., D.LITT., LL.D., D.D., EDIN., D.C.L., OXON.
<i>Registrar</i>	JAMES BREBNER, B.A., LL.D.
<i>Bursar</i>	FERDINAND ALBERT MOURÉ, MUS.DOC.
<i>Librarian</i>	WILLIAM STEWART WALLACE, M.A.
<i>Director of Extension Work and Publicity</i> ...	WILLIAM JAMES DUNLOP, B.A.
<i>Superintendent of Buildings and Grounds</i> ..	ARTHUR D'ORR LE PAN, B.A.Sc.
<i>Warden of Hart House</i>	JOHN BURGON BICKERSTETH, M.A.
<i>Director of University Health Service</i>	GEORGE DANA PORTER, M.B.
<i>Medical Adviser for Women Students</i> ...	MISS EDITH GORDON, B.A., M.B., D.P.H.
<i>Manager of the University of Toronto Press</i>	RICHARD J. HAMILTON, B.A.

ONTARIO COLLEGE OF EDUCATION

<i>President:</i>	SIR ROBERT ALEXANDER FALCONER, K.C.M.G., M.A., LL.D. D.LITT.
<i>Dean</i>	WILLIAM PAKENHAM, B.A., LL.D.
<i>Secretary</i>	MISS LYDA SWINARTON

NOTE:—Communications relating to standing in all Faculties and Departments and to curricula, instruction, and examination in Law, Dentistry, Pharmacy, Agriculture, Household Science, Music, Gymnastics and Drill, Commerce and Veterinary Science are to be addressed to the Registrar of the University; correspondence regarding curricula, instruction and examinations in a particular Faculty is to be sent to the Secretary of that Faculty, while inquiries with reference to College instruction and residence are to be addressed to the Registrar of the College concerned.

Communications to the Ontario College of Education should be addressed to the Secretary, Ontario College of Education, Bloor Street, Toronto.

1929

CALENDAR

1929

JANUARY			FEBRUARY			MARCH			APRIL		
Sun.	6	13 20 27	Sun.	3	10 17 24	Sun.	3	10 17 24 31	Sun.	7	14 21 28
Mon.	7	14 21 28	Mon.	4	11 18 25	Mon.	4	11 18 25 ..	Mon.	1	8 15 22 29
Tues.	1	8 15 22 29	Tues.	5	12 19 26	Tues.	5	12 19 26 ..	Tues.	2	9 16 23 30
Wed.	2	9 16 23 30	Wed.	6	13 20 27	Wed.	6	13 20 27 ..	Wed.	3	10 17 24 ..
Thur.	3	10 17 24 31	Thur.	7	14 21 28	Thur.	7	14 21 28 ..	Thur.	4	11 18 25 ..
Fri.	4	11 18 25 ..	Fri.	1	8 15 22 ..	Fri.	1	8 15 22 29 ..	Fri.	5	12 19 26 ..
Sat.	5	12 19 26 ..	Sat.	2	9 16 23 ..	Sat.	2	9 16 23 30 ..	Sat.	6	13 20 27 ..
MAY			JUNE			JULY			AUGUST		
Sun.	5	12 19 26	Sun.	2	9 16 23 30	Sun.	7	14 21 28	Sun.	4	11 18 25
Mon.	6	13 20 27	Mon.	3	10 17 24 ..	Mon.	1	8 15 22 29	Mon.	5	12 19 26
Tues.	7	14 21 28	Tues.	4	11 18 25 ..	Tues.	2	9 16 23 30	Tues.	6	13 20 27
Wed.	1	8 15 22 29	Wed.	5	12 19 26 ..	Wed.	3	10 17 24 31	Wed.	7	14 21 28
Thur.	2	9 16 23 30	Thur.	6	13 20 27 ..	Thur.	4	11 18 25 ..	Thur.	1	8 15 22 29
Fri.	3	10 17 24 31	Fri.	7	14 21 28 ..	Fri.	5	12 19 26 ..	Fri.	2	9 16 23 30
Sat.	4	11 18 25 ..	Sat.	1	8 15 22 29 ..	Sat.	6	13 20 27 ..	Sat.	3	10 17 24 31
SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER		
Sun.	1	8 15 22 29	Sun.	6	13 20 27	Sun.	3	10 17 24	Sun.	1	8 15 22 29
Mon.	2	9 16 23 30	Mon.	7	14 21 28	Mon.	4	11 18 25	Mon.	2	9 16 23 30
Tues.	3	10 17 24 ..	Tues.	1	8 15 22 29	Tues.	5	12 19 26	Tues.	3	10 17 24 31
Wed.	4	11 18 25 ..	Wed.	2	9 16 23 30	Wed.	6	13 20 27	Wed.	4	11 18 25 ..
Thur.	5	12 19 26 ..	Thur.	3	10 17 24 31	Thur.	7	14 21 28	Thur.	5	12 19 26 ..
Fri.	6	13 20 27 ..	Fri.	4	11 18 25 ..	Fri.	1	8 15 22 29	Fri.	6	13 20 27 ..
Sat.	7	14 21 28 ..	Sat.	5	12 19 26 ..	Sat.	2	9 16 23 30	Sat.	7	14 21 28 ..

1930

CALENDAR

1930

JANUARY			FEBRUARY			MARCH			APRIL		
Sun.	5	12 19 26	Sun.	2	9 16 23	Sun.	2	9 16 23 30	Sun.	6	13 20 27
Mon.	6	13 20 27	Mon.	3	10 17 24	Mon.	3	10 17 24 31	Mon.	7	14 21 28
Tues.	7	14 21 28	Tues.	4	11 18 25	Tues.	4	11 18 25 ..	Tues.	1	8 15 22 29
Wed.	1	8 15 22 29	Wed.	5	12 19 26	Wed.	5	12 19 26 ..	Wed.	2	9 16 23 30
Thur.	2	9 16 23 30	Thur.	6	13 20 27	Thur.	6	13 20 27 ..	Thur.	3	10 17 24 ..
Fri.	3	10 17 24 31	Fri.	7	14 21 28	Fri.	7	14 21 28 ..	Fri.	4	11 18 25 ..
Sat.	4	11 18 25 ..	Sat.	1	8 15 22 ..	Sat.	1	8 15 22 29 ..	Sat.	5	12 19 26 ..
MAY			JUNE			JULY			AUGUST		
Sun.	4	11 18 25	Sun.	1	8 15 22 29	Sun.	6	13 20 27	Sun.	3	10 17 24 31
Mon.	5	12 19 26	Mon.	2	9 16 23 30	Mon.	7	14 21 28	Mon.	4	11 18 25 ..
Tues.	6	13 20 27	Tues.	3	10 17 24 ..	Tues.	1	8 15 22 29	Tues.	5	12 19 26 ..
Wed.	7	14 21 28	Wed.	4	11 18 25 ..	Wed.	2	9 16 23 30	Wed.	6	13 20 27 ..
Thur.	1	8 15 22 29	Thur.	5	12 19 26 ..	Thur.	3	10 17 24 31	Thur.	7	14 21 28 ..
Fri.	2	9 16 23 30	Fri.	6	13 20 27 ..	Fri.	4	11 18 25 ..	Fri.	1	8 15 22 29 ..
Sat.	3	10 17 24 31	Sat.	7	14 21 28 ..	Sat.	5	12 19 26 ..	Sat.	2	9 16 23 30 ..
SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER		
Sun.	7	14 21 28	Sun.	5	12 19 26	Sun.	2	9 16 23 30	Sun.	7	14 21 28
Mon.	1	8 15 22 29	Mon.	6	13 20 27	Mon.	3	10 17 24 ..	Mon.	1	8 15 22 29
Tues.	2	9 16 23 30	Tues.	7	14 21 28	Tues.	4	11 18 25 ..	Tues.	2	9 16 23 30
Wed.	3	10 17 24 ..	Wed.	1	8 15 22 29	Wed.	5	12 19 26 ..	Wed.	3	10 17 24 31
Thur.	4	11 18 25 ..	Thur.	2	9 16 23 30	Thur.	6	13 20 27 ..	Thur.	4	11 18 25 ..
Fri.	5	12 19 26 ..	Fri.	3	10 17 24 31	Fri.	7	14 21 28 ..	Fri.	5	12 19 26 ..
Sat.	6	13 20 27 ..	Sat.	4	11 18 25 ..	Sat.	1	8 15 22 29 ..	Sat.	6	13 20 27 ..

CALENDAR, 1929-30

- 1929—July 2.....Summer Session begins.
 Aug. 2.....Summer Session closes.
 Sept. 25.....Opening Lecture at 10 a.m. in the Assembly Hall of
 the Ontario College of Education.
 Oct. 1.....The Opening Address by the President to the
 students of all the Faculties and Colleges at
 3 p.m. in Convocation Hall.
 Oct. 3.....Meeting of Council.
 Oct. 18.....Intercollegiate Track Meet.
 Nov. 7.....Meeting of Council.
 Dec. 5.....Meeting of Council.
 Dec. 20.....Last day of Lectures. Term ends at 1 p.m.
- 1930—Jan. 7.....Easter Term begins at 9 a.m.
 Jan. 10.....Meeting of Council.
 Feb. 6.....Meeting of Council.
 Mar. 6.....Meeting of Council.
 April 18.....Easter Vacation begins.
 April 28.....Spring Term begins.
 June 5-6 University Commencement.
 June 13.....Session of Courses in Education closes.

THE ONTARIO COLLEGE OF EDUCATION

COURSES IN EDUCATION

GENERAL INFORMATION

In its courses in Education the Ontario College of Education trains candidates for diplomas and certificates as teachers and in particular for Provincial certificates as teacher of Art, Household Science, Physical Education, Vocal Music, and Commercial Subjects, as High School Assistants and Specialists and as First Class Public School teachers. It also offers courses for the B.Paed., D.Paed., M.A., and Ph.D. degrees.

The buildings of the Ontario College of Education on Bloor Street contain lecture-rooms, laboratories, and reading-rooms for the accommodation of the students, and model class-rooms for observation and practice-teaching. So far as necessary the observation and practice-teaching are supplemented by observation and practice-teaching in schools in the City of Toronto.

While the chief exercises of the Ontario College of Education will be conducted in the buildings on Bloor Street, the students in Education may use the University's library, gymnasium, and athletic fields, and Hart House, under such conditions as obtain with other students. They will also be admitted free to the Royal Ontario Museum, Bloor Street, from 9 a.m. to 5 p.m., on presentation of their registration cards.

BOARD AND LODGING

The Secretary of the Ontario College of Education will forward accredited lists of boarding-houses on request.

COURSES

The following courses are offered:

I. Courses for Interim High School Assistants' certificates, Interim High School Specialists' certificates, including Physical Education, Art, and Commercial Subjects, Interim First Class Public School certificates, Elementary certificates in Physical Education, Art, Vocal Music and Commercial Subjects, and Ordinary certificates as teachers of Household Science.

II. Courses for the B.Paed. degree.

III. Courses under the School of Graduate Studies for the degrees of D.Paed., M.A., and Ph.D.

SESSION

1. Enrolment in classes of the regular session will begin Tuesday, September 24th, and the instruction will begin September 25th, at 10 a.m. The Autumn Term will end December 20th, at 1 p.m., and the Easter Term will begin January 7th, at 9 a.m. The Spring Term will begin April 28th and end June 13th.

DUTIES OF STUDENTS

2. (1) Regular attendance on the part of candidates for Provincial certificates is indispensable, except for such as are exempt from attendance under the regulations of the Department of Education, and for such as are permitted by the Dean to act, after Christmas, for not more than a total of one fortnight, as substitute teachers in the schools of Ontario. A return of the attendance of each student will be made to the Minister of Education at the close of the session.

(2) Students whose class-work shows them to be unduly deficient in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed from attendance by the Dean at any time during the session.

(3) On the Dean's report to the Minister of Education as to the physical unfitness of a student for training for a Provincial certificate as a teacher, the Minister may require a special medical examination of such student, and, as a result thereof, may direct that his registration for such training be cancelled.

(4) Various religious, athletic, literary and dramatic associations are formed each session. For professional improvement all students are required to share in the activities of the literary and dramatic associations.

APPEALS

3. The answer papers of the final examinations of all unsuccessful candidates for Provincial certificates are re-read by the examiners, and the results of the first reading reconsidered before a decision to reject is reached. Despite this fact any unsuccessful candidate may have his case considered a third time if within two weeks after the announcement of the results he lodges with the Minister of Education his appeal, with a statement of the grounds on which it is based, and with a fee of \$2.00. If made within the two weeks following, the fee will be \$5, and no appeal will be entertained thereafter. The fee will be refunded if the appeal is sustained.

THE UNIVERSITY OF TORONTO WAR MEMORIAL SCHOLARSHIP

4. Two Scholarships of the value of two hundred dollars each have been established by the Alumni Federation of the University from the War Memorial Fund to be awarded to students in the Ontario College of Education.

The general bases on which the above scholarships may be awarded are as follows:

- (a) Standing in course of studies.
- (b) Need of assistance.
- (c) Merit as shown in extra-academic activities—executive, literary, dramatic, athletic, etc.
- (d) Relationship, if any, to active service during the Great War.

Information regarding these scholarships may be obtained from the Secretary-Treasurer of the Alumni Federation, University of Toronto, to whom applications for the same must be made not later than January 15th.

COURSE FOR INTERIM HIGH SCHOOL ASSISTANTS'
CERTIFICATES.

CONDITIONS OF ADMISSION

5. (1) Except as provided in (2) and (3) below, an applicant for admission to the course for an Interim High School Assistant's certificate should make application not later than September 25th, to the Secretary of the Ontario College of Education on a form to be obtained from him and should submit with this application, on official forms also to be supplied by the Secretary:

(a) A certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or an affidavit by one of the parents or other relative, or other person cognizant of the fact, that the applicant will be at least 20 years of age before October 1st, 1929.

(b) A certificate from a clergyman or other competent authority that he is of good moral character.

(c) A certificate from a duly qualified medical practitioner that for the purposes of this certificate he has made a careful examination of the applicant, and certifies as follows: (i) that he is free from heart disease or any other serious organic affection; (ii) that he is free from pulmonary affection, defective hearing, or seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and (iii) that in other respects also he is physically able for the work of a teacher as prescribed in the courses of study of the Ontario College of Education and of the Provincial Schools represented in the certificate for which he is a candidate. (See also Section 2 (3)).

(d) An agreement, if successful in obtaining a teacher's certificate, to teach thereon in Ontario for at least the first year of his subsequent teaching experience.

NOTICE.—*A violation of this agreement will render the certificate invalid.*

(e) A certificate from a competent authority that he is a British subject.

(f) His certificate of graduation as Bachelor or Master of Arts, Bachelor or Master of Science, Bachelor of Commerce, Bachelor of Agriculture, or Bachelor of Applied Science, from a British university, after a regular university course approved by the Minister of Education as to entrance requirements and as to content of the undergraduate courses. Each applicant must have Upper School or Honour Matriculation standing in English, History and Mathematics or the equivalent of such standing.

(2) An applicant for admission to this course who is not a candidate for the certificate of the Ontario Department of Education must comply

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

with such conditions of admission as the Council of the Ontario College of Education may determine.

(3) Applications for admission to the examinations by students not in attendance at the regular session, should be made, at least one month before the examinations begin, to the Secretary of the Ontario College of Education, University of Toronto, on an official form to be obtained from the Secretary.

6. The annual fee for the Course for Interim High School Assistants' certificates, which includes the library and examination fees, is \$25.00. The fee for the examination in the Course for Interim High School Assistants' certificates when the examination is taken by students not in attendance, will be \$15.00, or \$10.00 for Part I and \$5.00 for Part II, or in the case of partial examination, \$2.00 per subject. The fee for the University diploma will be \$2.00. A library deposit of \$1.00 will be required of all students, and a fee of \$10.00 for membership in Hart House of all male students. All students will be required to become members of the respective Students' Administrative Councils, and the women students who take the classes in Physical Culture to become members of the Women's Athletic Association.

TEXT-BOOKS

7. The text-books for the academic work are those prescribed for the Lower and Middle Schools of the High Schools of Ontario in each subject of the student's course.

For Observation and Practice-teaching students should supply themselves with copies of all necessary school text-books. They should also supply themselves with the professional text-books whose titles appear in italics in the lists given below under each subject.

PROGRAMME OF STUDIES

8. (1) The course of training for Interim High School Assistants' certificates consists of two parts as follows:

Part I: The Science of Education, School Management and Law, English, History, Geography, *and* (a) Latin, and French or German or Spanish or Greek *or* (b) Mathematics and Science.

Part II: Observation and Practice-teaching.

(2) Students in attendance in the Interim High School Assistants' course *may* also take the course in Vocal Music, and, if they possess the required academic qualifications, a Specialist's course, and *must* also take *either* the course for the First Class Public School certificate *or* the course for the Elementary certificate in Physical Education *or* Art *or* Vocal Music *or* Commercial Subjects. Under the conditions defined therein they *may* also take *either* the course for the Specialist's certificate in Physical Education *or* Art *or* Commercial Subjects.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

ORGANIZATION OF COURSE

9. (1) The following introductory work will be taken up at the beginning of the session.

(a) About 20 lectures upon the General Method of the Recitation in the Science of Education.

(b) Supervised Observation and Practice lessons (about 10 of each) in the different grades or forms of the High Schools.

(2) The instruction in the special methodology of the subjects of the High School courses will be accompanied by a review from the academic standpoint of such portions of each subject as may be necessary to determine the scholarship of the students and to illustrate the methods of instruction in that subject, dealing in particular with those parts of the course that are difficult of presentation.

(3) So far as the conditions permit the programme of instruction will be organized on the basis of intensive study of a few subjects at a time.

(4) (a) The lectures will be distributed among the various prescribed subjects approximately as follows: The Science of Education 100, School Management and Law 60, English 90, History 20, Geography 15, Mathematics 90, Latin 50, French or German or Spanish or Greek 50, Science 50, Vocal Music 30.

(b) The courses in Mathematics, English, and Vocal Music will begin at the opening of the session and will continue until the close; those in the other subjects will be given, as far as practicable, in correlation with the Observation and Practice-teaching and will continue until completed.

(c) The Observation work will begin in the third week of the session, and the Practice-teaching in the fifth week. Exclusive of the introductory work, the programme of instruction will include for each student at least 50 Observation lessons and 30 Practice-teaching lessons. These numbers may be increased to meet the needs of individual students.

OBSERVATION AND PRACTICE-TEACHING

10. (1) The introductory course defined herein will be followed by systematic Observation and Practice-teaching, under the general supervision of the lecturers in the Ontario College of Education.

(2) (a) The Observation and Practice-teaching lessons for each student will be arranged to represent as far as practicable the work in all forms and grades of the Lower and Middle Schools of the High Schools. There will also be Observation in the Upper School of the High School.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(b) So far as practicable continuous Practice-teaching for several periods will be required, the students being wholly responsible for the management of the classes.

(3) Students will be notified of the subject and scope of the Observation lesson, and should prepare the lesson beforehand. After observing the lesson they will discuss it with the teacher or lecturer concerned.

(4) Students will be notified of the subject and the scope of the practice-teaching lesson by the teacher concerned, and will prepare a plan of each Practice-teaching lesson for submission to the teacher.

(5) (a) Model lessons will be taught by the teachers of the practice-schools in accordance with the regular programme of said schools.

(b) The lecturers of the Ontario College of Education will develop the details of their subjects in the teaching order, and, after each suitable step, will also themselves teach model lessons in special classes and in the practice schools.

(6) (a) The necessary applications of the Science of Education and of Special Methods will be made systematically in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the pupil's mind and growth. Throughout the course the instructor in the Science of Education will himself illustrate by actual teaching the principles he has discussed in class.

(b) As far as practicable, the lecturers of the Ontario College of Education will be present at the Observation lessons and Practice-teaching of the students and will make jointly the criticism and valuation of their work.

EXAMINATIONS

11. (1) For the purpose of determining the final standing of students the courses are classified into the following subjects:

Part I: Science of Education, School Management and Law, English, History, Mathematics, Geography, Latin, French, German, Spanish, Greek, Science, Vocal Music.

Part II: Observation, Practice-teaching.

(2) (a) The final standing of students in attendance will be determined by the combined results of the sessional records and the records of the final examinations in the subjects of Part I, and by the results of the records of the Observations and Practice-teaching of Part II.

(b) The sessional records represent oral and written exercises, practical work, practice in making examination papers, and in valuing the answer-papers of pupils, and such other tests as the staff may prescribe.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(c) At the close of each term there will be final examinations in such subjects of Part I as have been completed in the term.

(d) At the examinations in Part I, each paper will contain questions in methodology, based upon the academic subjects, which will test the candidate's academic knowledge and, if his sessional records and his answers to these questions show that his academic knowledge is defective, he will be rejected on this ground alone.

(e) No candidate will be recommended for a certificate who is not awarded 50% of the marks assigned to laboratory practice in Science or to the oral practice in the Languages.

(f) The maximum marks assigned to each subject in Part I will be 100. In all subjects except Vocal Music, a maximum of 40% of the marks will be assigned to the sessional records and 60% to the final written examinations. In Vocal Music a maximum of 50% of the marks will be assigned to the sessional records and 50% to the final written examinations.

(g) A maximum of 800 marks will be assigned to Practice-teaching and of 400 to Observation. The standing of the student in Observation and in Practice-teaching will be based upon his sessional records in the lessons following those which form part of the introductory courses.

CERTIFICATES

12. (1) A student who obtains 50% of the marks in each of the required subjects of Part I and 60% of the aggregate of the marks in each of the divisions of Part II, may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim High School Assistant's certificate.

(2) A student who passes in Part II and fails in not more than two of the obligatory subjects of Part I will be exempted from further attendance.

(3) All other students who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(4) (a) (i) Candidates who are exempted from attendance at the Ontario College of Education, as provided in (2) above, may complete their standing for a certificate by re-writing, at one annual examination, or, separately, at different annual examinations, the examination in the subject or subjects in which they failed.

(ii) Candidates who failed at an examination under former Regulations and who were exempted from subsequent attendance at the Ontario College of Education will take, not later than a date determined in each case by the Minister of Education, the final examination papers as prescribed herein but their standing will be determined in the subjects as constituted under the Regulations in force when they first wrote.

COURSE FOR INTERIM HIGH SCHOOL—*Cont.*

(iii) Candidates who have been exempted by the Minister of Education from attendance at the Ontario College of Education on account of equivalent training in other provinces or countries, and who are required to write on the final examinations of the Ontario College of Education will take the prescribed final examinations in the subjects of Part I, and will also satisfy the examiners by teaching and other tests that they are competent for the work in the subjects covered by the certificate for which they are candidates.

(b) (i) The pass standard for candidates exempt from attendance will be the same as that for candidates in attendance but no allowance will be made for sessional work, if any, in the case of candidates not in attendance.

(ii) The final examinations in Vocal Music for students exempt from attendance, will include both a practical and a written test, 50 marks being assigned to the written test and 50 to the practical test.

(c) (i) Candidates exempt from attendance shall take their practical tests in Part II at such times during the session as may be agreed upon with the examiners, but not later than May 15th. They shall take their examinations in the subjects of Part I in June on dates to be determined by the examiners or, in part, in June and, in part, at such times during the session as are set apart for the examination of students in attendance.

(ii) Students exempt from attendance may take their written examinations in Part I at Toronto, or at such local centres and under such conditions as may be determined by the Senate. They must, however, take their practical tests in Vocal Music, and in Teaching at Toronto.

(5) (a) Candidates who hold First Class Public School certificates, with the academic standing required for admission to the High School Assistants' Course and who submit certificates of at least one year's successful experience in a Continuation School from the Inspector or Inspectors under whom they have taught will be exempted from the attendance, but will attend the Summer Course for High School Assistants' certificates conducted by the Department of Education, and will take the final examinations prescribed for Part I, and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

(b) Other candidates who hold a First or a Second Class certificate with the academic standing required for admission to the High School Assistants' Course will be exempted from attendance during the Autumn Term, but will take the final examinations prescribed for Part I and must also satisfy the examiners by practical tests that they are able to teach the subjects of the High School courses.

DIPLOMAS

13. Successful candidates who are awarded High School Assistants' certificates by the Minister of Education and such other successful candidates as may be admitted to the course under section 5 (2), may be awarded University diplomas.

COURSES FOR HIGH SCHOOL SPECIALISTS' CERTIFICATES.

CONDITIONS OF ADMISSION

14. (1) Applicants for admission to the courses for Interim High School Specialists' certificates, or to the final examinations for said certificates, must also be applicants for admission to the courses for Interim High School Assistants' certificates, or must be applicants for admission to the examinations therefor without attendance throughout the session, or must already hold High School Assistants' certificates. No candidate will be awarded an Interim High School Specialist's certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistants' certificate.

(2) (a) A candidate for an Interim High School Specialist's certificate who is also a candidate for admission to the course for an Interim High School Assistants' certificate, must comply with the conditions for admission prescribed for candidates for Interim High School Assistants' certificates, and must also have his academic standing as a specialist approved by the Minister of Education before he will be admitted to said specialist course or to the examinations for the specialist certificate.

(b) A candidate for an Interim High School Specialist's certificate who holds a High School Assistants' certificate, must have his academic standing as a specialist approved by the Minister of Education before he will be admitted to the examinations for the specialist certificate.

FEEES

15. When an Interim High School Specialist Course is taken concurrently with the Course for an Interim High School Assistants' certificate, or when an Interim High School Specialist examination is taken concurrently with the examination for an Interim High School Assistants' certificate, there is no additional fee. The fee for a specialist course or examination, one or both, taken apart from the course or examination for an Interim High School Assistants' certificate, will be \$5.00 per course or per examination, one or both, as the case may be.

COURSES

16. (1) Courses will be offered for Interim High School Specialists' certificates in Agriculture, Classics, English and French, English and History, French and German, French and Spanish, Mathematics, Mathematics and Physics, Moderns and History, Science, Household Science, and Physical Education.

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

(2) Each specialist course will consist of at least two seminar-periods per week throughout the session, and of special Observation and Practice-teaching in the specialist department in which the candidate is an applicant for a certificate.

(3) Courses for Interim High School Specialists' certificates in Physical Education, Art and Commercial Subjects will also be offered under the conditions defined in 33 and 37.

TEXT-BOOKS

17. Students in the courses for High School Specialists' certificates will supply themselves with such special professional text-books as may be recommended by the instructors from the lists given under the details of each course. The other books and journals, whose names appear in these lists, may be consulted in the library of the Ontario College of Education.

EXAMINATIONS

SUBJECTS AND STANDARDS

18. (1) Subject to the condition that no student may be awarded an Interim High School Specialist's certificate who does not already hold or is not also awarded an Interim High School Assistants' certificate, the final standing of students in attendance in the Specialists' Courses of 16 (1) above will be determined by the records of the Observation and Practice-teaching in the department or subject concerned, and by the combined results of the sessional records and the records of the final examinations in the same department or subject. The sessional records represent oral and written exercises, practical work, practice in preparing examination papers, and in valuing the answer-papers of pupils, and such term work as the instructors may prescribe. The records of the final examinations will be based upon two examination papers taken in each department at the close of the session. The maximum marks represented in the Observation and Practice-teaching will be 100; in the sessional records 40; and in the final written examinations of the department or subject 60.

(2) The final standing of students not in attendance will be determined by the final written examinations and by teaching in the department concerned. For this purpose the maximum of marks in each case will be 100.

CERTIFICATES

19. (1) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates referred to in 16(1) above, to students in attendance who have fulfilled the conditions of the course for Interim High School Assistants' certificates,

COURSES FOR HIGH SCHOOL SPECIALISTS—*Cont.*

who in their specialist department have obtained (a) 66% of the aggregate of marks represented in the sessional records and the records of the final examinations and (b) 66% of the marks assigned to the Observation and the Practice-teaching.

(2) On the recommendation of the examiners the Minister of Education may grant the Interim High School Specialists' certificates of 16 (1) above, to students exempt from attendance who hold or are awarded High School Assistants' certificates, who hold also the necessary academic certificates as specialists, and who obtain 66% of the marks assigned to the written examinations and to the Practice-teaching, respectively, in the specialist course concerned.

(3) (a) For students not in attendance the written examinations in the courses for Interim High School Specialists' certificates of 16 (1) above will be held at the end of the session at Toronto or at such local centres and under such conditions as may be determined by the Senate.

(b) For students not in attendance the practical examinations will be held at Toronto, except in the case of those to whose competency the visiting Provincial Inspector certifies, after due notification to such Inspector by the candidate of the latter's intention to become an applicant for a specialist's certificate and after due examination by such Inspector. A candidate who has failed in a practical examination at the Ontario College of Education, Toronto, or under a Provincial Inspector will not be admitted to a second practical examination during the same college year.

COURSES FOR FIRST CLASS PUBLIC SCHOOL CERTIFICATES.

CONDITIONS OF ADMISSION

20. Applicants for admission to the course for Interim First Class Public School certificates or to the final examinations for said certificates must comply with the conditions of admission prescribed for candidates for Interim High School Assistants' certificates. No candidate will be awarded an Interim First Class Public School certificate or receive credit towards said certificate *before* he has been awarded an Interim High School Assistant's certificate.

FEEES

21. When an Interim First Class Public School course is taken concurrently with the course for an Interim High School Assistants' certificate, or when the examination for an Interim First Class Public School certificate is taken concurrently with the examinations for an Interim High School Assistant's certificate, there is no additional fee. The fee for a First Class Public School course or for the examination of said course taken by one who already holds an Interim High School Assistants' certificate will be \$5.00 for the course or for the examinations, one or both, as the case may be, or \$2.00 for each examination paper.

TEXT-BOOKS

22. The text-books for the academic work of the course for Interim First Class Public School certificates shall be those prescribed in each subject for the High, Public and Separate Schools. The text-books for the professional work shall be those whose titles are printed below in italics.

PROGRAMME OF STUDIES

23. (1) The course of training, which is supplementary to the course of training for Interim High School Assistants' certificates, includes the following subjects:

Part I: Primary Reading and Spelling, Composition (including stories and biographies from History); Arithmetic, Primary and Advanced, Algebra, Geometry; two of Latin, French, German or Spanish, Greek, Biology, Physics and Chemistry; Elementary Science, Nature Study, Agriculture and Horticulture, Writing, Music, Art, Hygiene, Physical Education, Manual Training, Household Science (for women), as defined in the Ontario Normal School courses for Interim First Class Public School Certificates.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

Part II: Observation and Practice-teaching—at least thirty observations and fifteen practice lessons—to be conducted under conditions defined in Ontario Normal School courses for Interim First Class Public School certificates.

(2) To the instruction in the subjects of the course will be allotted a maximum of two hundred lecture periods.

MODIFICATIONS OF COURSES

24. (1) Students who take the Latin, French, German or Spanish, Greek, or Music of the Interim High School Assistant's course will be exempted from the corresponding subjects of the Interim First Class Public School course. Similarly those who take the Mathematics of the Interim High School Assistant's course will be exempted from Advanced Arithmetic, Algebra and Geometry, and those who take Science from Elementary Science, Biology and Physics and Chemistry.

(2) Students who hold Provincial professional certificates in Physical Education, Writing, Music, Art, Agriculture, Manual Training, or Household Science will be exempted from the examinations thereon but will take the Observations and Practice-teaching therefor.

(3) Candidates who hold Provincial Second Class Public School certificates and who take Latin and a second language as the option of the Interim High School Assistants' course will be exempted from the instruction and examinations in all subjects of the Interim First Class Public School course except Advanced Arithmetic, Algebra and Geometry, Elementary Science, Agriculture and Horticulture, and Hygiene, while those who hold Provincial Second Class Public School certificates and take Mathematics and Science as the option will be exempted from the instruction and examination in all subjects of the Interim First Class Public School course except Agriculture and Horticulture, and Hygiene.

EXAMINATIONS

25. (1) Subject to the condition that no student may be awarded an Interim First Class Public School certificate who does not already hold, or is not also awarded an Interim High School Assistants' certificate, the final standing of the students in attendance in the course for Interim First Class Public School certificates will be determined by the records of the Observation and Practice-teaching and by the combined results of the sessional records and the records of the final examinations in said course. Subject to the same condition, the final standing of candidates not in attendance will be determined by the records of the final written examinations and of practice-teaching.

COURSES FOR FIRST CLASS PUBLIC SCHOOL—*Cont.*

(2) The examinations in the subjects of the course for Interim First Class Public School certificates shall be conducted, *pari passu*, in the terms and under the conditions set out in the Calendar of the course for Interim First Class Public School certificates of the Ontario Normal Schools.

CERTIFICATES

26. (1) (a) Subject to the conditions of Sec. 25 (1), and to the conditions defined in Ontario Normal School courses for Interim First Class Public School certificates, a candidate who obtains 50% of the marks in each subject of the course for Interim First Class Public School certificates and 60% of the aggregate of the marks in each of Observation and Practice Teaching may, on the recommendation of the examiners, be awarded by the Minister of Education, an Interim First Class Public School certificate.

(b) Subject to the same conditions, a candidate who passes in Observation and Practice Teaching and fails in not more than three subjects and who does not receive less than 45% in any subject, may, on the recommendation of the examiners, be granted by the Minister an Interim Second Class Public School certificate.

(c) Subject to the same conditions, a candidate who passes in the Observation and Practice-teaching and fails in not more than three subjects may be exempted from further attendance and may complete his course for an Interim First Class Public School certificate by rewriting at one annual examination, or, separately, at different annual examinations, the examinations in the subject or subjects in which he failed.

(2) All candidates other than those referred to in (b) and (c) who have failed to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) Regulations 12, (4) (a) (i), (ii), (iii), (b) (i), (c) (i), (ii), which apply to candidates for Interim High School Assistants' certificates who are exempt from attendance apply also, *pari passu*, to candidates for Interim First Class Public School certificates who are exempt from attendance.

COURSES FOR ELEMENTARY CERTIFICATES IN PHYSICAL EDUCATION, ART, VOCAL MUSIC, AND COMMERCIAL SUBJECTS

CONDITIONS OF ADMISSION

27. Students who have been admitted to the course for Interim High School Assistants' certificates will take [also either the course for an Interim First Class Public School certificate or the course for the Elementary certificate in Physical Education or Art or Vocal Music or Commercial Subjects.

FEEES

28. As the course for the Elementary certificate in Physical Education or Art or Vocal Music or Commercial Subjects may be an obligatory part of the course for the Interim High School Assistant's certificate, no additional fee is required.

TEXT-BOOKS

29. Students in the courses for Elementary certificates in Physical Education or Art or Vocal Music or Commercial Subjects will supply themselves with such text-books as may be recommended by the instructors from the lists given under the details of those subjects.

PROGRAMME OF STUDIES

30. (1) The subjects of the course for Elementary certificates in Physical Education or Art or Vocal Music or Commercial Subjects are to be found in 55, 57, 58, and 59.

(2) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

EXAMINATIONS

31. (1) (a) The following is the scheme of examinations and tests in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

COURSES FOR ELEMENTARY CERTIFICATES

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics, Apparatus and Corrective Exercises, Group Athletic Games, Swimming, National and Folk Dances.

FOR MEN: Calisthenics, Apparatus, Games and Athletics, Swimming.

Fifty per cent. of the marks in each of the practical examinations will be assigned to the sessional and fifty per cent. to the final tests.

The subject of the written examination and each subject of the practical tests shall be valued at 100.

(b) The following is the scheme of examinations and tests in Art:

Sessional Work:

All sessional work must be completed satisfactorily before the other tests may be taken.

Practical Tests:

Drawing from common objects.

Drawing from nature and plant forms.

Composition, simple illustration of a given subject.

Applied design and lettering.

Blackboard and memory drawing of lesson subject.

Written tests:

(Three papers)

History of art.

Composition and colour.

Methods of teaching art in schools.

Each subject and each paper shall be valued at 100.

(c) The following is the scheme of examinations and tests in Vocal Music:

Written Examinations

MUSICAL THEORY

Musical rudiments, expression marks, compass, and management of children's voices, translating from solfa syllables to staff notation and *vice versa*, writing melodies previously memorized, and analyzing chords and discords.

METHODS

Lesson plans for various grades, application of pedagogical principles in teaching music, and a knowledge of the courses of study in vocal music as prescribed by the Ontario Department of Education.

Practical Examinations:

SIGHT SINGING

- (a) Modulator. Singing at sight, from the examiner's pointing on the modulator, a test containing leaps to any tones of the major and minor scales, and modulations of one and two removes.
- (b) Time. Singing at sight, on a monotone, a test containing pulse divisions of halves, quarters and thirds. (In addition to beating time while singing the test, the candidate must be prepared to beat time in any form of measure indicated by the examiner.)
- (c) Melody. Singing at sight, from the Staff notation, the melody of a school song of moderate difficulty.

EAR TESTS

- (a) Singing to lah, an example of ear test suited to any Public School Form indicated by the examiner.
- (b) Naming the notes of a short test, sung to lah by the examiner, who will first give the key tone.
- (c) Giving the time-names of a short time test sung on a monotone by the examiner.

MEMORY TESTS

- (a) Singing, from memory, any one, selected by the examiner, of four school songs of moderate length previously prepared.
- (b) Singing, while pointing on the modulator, a short modulator exercise adapted to any grade indicated by the examiner.

VOICE TESTS

Vocalizing as a test of tone quality and intonation, in any suitable key, the Major and Harmonic Minor scales.

The maximum for each paper of the written examinations and for each of the practical tests shall be 100 marks.

(d) The following is the scheme of examinations in the Commercial Subjects:

Written Examinations:

Stenography Theory; Stenography Practice; Typewriting; Business Correspondence and Office Practice; Bookkeeping Theory; Bookkeeping Practice; Business Papers and Business Law; Penmanship; Mercantile Arithmetic.

There will be one examination paper in each subject and each paper shall have a maximum value of 100.

CERTIFICATES

32. (1) On the recommendation of the examiners the Minister of Education may grant an Elementary certificate in Physical Education or Art or Vocal Music or Commercial Subjects, as the case may be, to the student in the course for an Interim High School Assistant's certificate, provided that said student is awarded an Interim High School Assistant's certificate and obtains (a) in Physical Education a minimum of 50% of the marks assigned to each subject of (i) the written examination and of (ii) the practical tests, or (b) in Art a minimum of 50% of the marks assigned to each subject or paper of the practical and written tests, respectively, or (c) in Music a minimum of 50% of the marks assigned to each subject of the written and practical examinations, respectively, or (d) in Commercial Subjects a minimum of 50% of the marks assigned to each subject.

COURSES FOR ELEMENTARY CERTIFICATES

(2) (a) No student will be awarded an Elementary certificate in Physical Education or Art or Vocal Music or Commercial Subjects whose attendance or progress in any part of the course has been reported as unsatisfactory.

(b) The Dean will investigate the claims of the candidates who report themselves as unable for physical reasons to take the course in swimming, provided that such claims are presented to the instructor on a form and after a manner defined by the Minister of Education. If any candidate is exempted from the instruction in swimming by the Minister of Education that fact will be stated in his certificate.

(3) On the recommendation of the examiners, the Minister of Education may permit candidates in these courses who have completed the sessional work and taken all practical tests successfully but who have failed in one or more subjects of the written tests, to take the written tests without attending again or repeating their practical work or tests.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION, ART, AND COMMERCIAL SUBJECTS.

33. (a) Students in the High School Assistants' Course who have completed the course for the Elementary certificate in either Physical Education or Art or students whose progress and efficiency in the Elementary courses in Physical Education or Art, as determined by the tests of the Autumn term, justify such action may, with the approval of the instructor concerned, be admitted to the Specialists' course in Physical Education or Art, as the case may be, not later than the beginning of the Winter term in January.

(b) A student who does not hold an Elementary certificate in Physical Education or Art, and who is admitted to the Specialists' course in Physical Education or Art under (a) above will take both the Elementary course and the Specialist's course, and will not be awarded a Specialist certificate until or unless he secures an Elementary certificate.

34. Students admitted to the Specialists' course in Physical Education or Art under 33 (a) above will not be required to pay an additional tuition fee, but will be expected to supply themselves with such text books as may be recommended by the instructors from the lists given under the details of those subjects.

35. (a) The subjects of the course for Specialists' certificates in Physical Education are to be found in 57 (b), and those of the course for Specialists' certificates in Art in 58 (b).

(b) To the instruction in the subjects of each of these courses will be allotted a minimum of one hundred and twenty lecture periods.

36. (a) (i) The following is the scheme of examinations and tests in the Specialists' course in Physical Education and the maximum marks for each:

Written Examinations:

Theory of Physical Education (one paper).

Sessional and Final Practical Tests:

FOR WOMEN: General Gymnastics; Organized Games; National and Folk Dances; Swimming; Apparatus.

FOR MEN: Calisthenics; Apparatus; Coaching; Swimming; Track and Field Athletics.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL EDUCATION, ART, AND COMMERCIAL SUBJECTS—*Continued.*

(ii) The subject of the written examinations and each subject of the practical tests will be valued at 100 marks. In each of the practical tests 50% of the marks will be assigned to the sessional and 50% to the final tests. The requirements to pass are 50% of the marks assigned to each subject of the written and practical tests.

(iii) A candidate who fails in only one subject may complete his standing by passing in that subject at a subsequent examination.

(iv) Male candidates are required to submit their certificates as Cadet Instructors, issued by the Department of Militia and Defence, before they will be granted Specialists' certificates in Physical Education by the Department of Education.

(b) (i) The following is the scheme of examinations and tests in the Specialists' course in Art and the maximum marks for each:

Practical Tests

Drawing from objects and natural forms.
Blackboard drawing of lesson subject from memory.
Pictorial composition in colour.
Modelling.
Applied design—practical application from given problem.
Drawing from the living model.

Written Examinations

(Five papers)

History of Art; Perspective; Composition and Colour; Design and Applied Art; Methods of Teaching Art in High Schools.

(ii) The requirements to pass are 50% of the marks allotted to each subject of the practical and written examinations respectively. The maximum of marks for each subject is 100.

(iii) A candidate who fails at the practical examination, but who passes the written examination will be granted credit for the written examination; but will be required to re-attend for the practical course and pass the examination thereon.

(iv) A candidate who passes the practical examination and who fails on only one subject of the written examination, may complete the the latter by passing on the one subject at a subsequent examination.

COURSES FOR SPECIALISTS' CERTIFICATES IN PHYSICAL
EDUCATION, ART, AND COMMERCIAL SUBJECTS—*Continued.*

(v) A candidate who passes on the practical tests but who fails on more than two subjects of the written test will be granted credit for the practical tests. He will require to take all the written tests again.

37. (a) Students in the High School Assistants' course who have completed the course for the Elementary certificate in Commercial Subjects may be admitted to the Specialists' course in Commercial Subjects.

(b) Students admitted to the Specialists' course in Commercial Subjects under (a) above will not be required to pay an additional tuition fee.

(c) To the instruction in the subjects of this course will be allotted a minimum of one hundred and twenty lecture periods.

(d) The subjects of the course, the details of the subjects, the scheme of examinations and tests shall be such as are set forth in the Syllabus for Teachers' Certificates in Commercial Subjects issued by the Department of Education.

38. Students who have completed the courses for Specialists' certificates in Physical Education, Art, or Commercial Subjects as defined herein, may, on the recommendation of the examiners, be awarded by the Minister of Education Specialists' certificates in Physical Education, Art, or Commercial Subjects, as the case may be.

DETAILS OF SUBJECTS.

39. The details of the subjects of the courses for Interim High School Assistants' and High School Specialists' certificates and for Elementary certificates in Physical Education, Art, Vocal Music and Commercial Subjects are given below. For the courses for Interim First Class Public School certificates and Specialists' certificates in Commercial Subjects these details and subjects must be supplemented by the details and subjects set out in the Normal School courses for First Class Public School certificates and in the Syllabus for Teachers' Certificates in Commercial Subjects.

THE SCIENCE OF EDUCATION.

40. *Introduction.*—Democracy and education; the special need for education in a democracy; teaching as a vocation; teacher-training in a modern educational system.

General Method.—The meaning of method and its psychological foundations; procedures common to various branches of teaching; types of lessons; notes of lessons.

Principles of Education.—The nature and aims of education; the function in education of the state, home, church, vocation, etc.; the curriculum, its nature, purpose, and selection; modern movements for the reform of education.

Educational Classics.—The study in class of selected portions of a few educational classics.

Educational Psychology.—The original nature of man, including a study of heredity, instinct, and capacities.

The Psychology of the learning process, including the study of such topics as habit, rates of learning, practice, fatigue, memory, reasoning.

The Psychology of typical high school branches; standard scales for their measurement.

The measurement of general intelligence; an examination of the Binet-Simon and other tests.

Child Study, its aims, methods, and results.

DETAILS OF SUBJECTS.

Books of Reference:

Ontario Normal School Manuals: Science of Education, History of Education.

Adams (Ed.): *The New Teaching.*

Burt: *Mental and Scholastic Tests.*

Ballard: *The New Examiner.*

Dewey: *Democracy and Education.*

Drummond: *An Introduction to Child Study.*

Gates: *Psychology for Students of Education.*

Kilpatrick: *Foundations of Method.*

Sandiford: *Educational Psychology.*

Spearman: *Abilities of Man*

Starch: *Educational Psychology.*

Waples: *Procedures in High School Teaching.*

SCHOOL MANAGEMENT AND LAW.

41. School Management, School Organization, School Administration; aims and scope of each; relation of each to the teaching process.

Forms of educational control; Department of Education and its functions; school boards and their functions; relation of inspectors and principals to teachers; teachers to caretakers, trustees; finance of education; business administration.

Types of schools; functions of each type, primary, secondary, and higher schools; consolidated schools; day and evening schools; training schools; vocational schools; schools for subnormal children, defectives, and delinquents.

School sites and surroundings; school buildings; construction, care-taking, heating, ventilation, lighting, sanitation, decoration, and equipment; apparatus; text-books, authorization, use and abuse; free text-books; visual aids; medical and dental inspection; the detection of communicable diseases.

The teacher: characteristics, qualifications, appointment, tenure of office, promotion, improvement of status; superannuation of the teacher; duties of the teacher in relation to pupils, parents, and other citizens; qualifications and characteristics of the successful teacher; his code of ethics.

The pupil: privileges and duties; the health of the pupil; the formation of his habits; the teacher's responsibility; fatigue; moral training.

Organization: grading and classification; promotion; retardation; elimination; care of individual and of abnormal.

The recitation: assignments; oral and written exercises; how to study; questioning; treatment of answers.

Discipline: its scope; relation to methods of teaching; incentives; causes of disorder and inattention; methods of dealing with weaknesses and offences; penalties.

DETAILS OF SUBJECTS.

Time-tables: purpose; principles involved in construction; typical daily programmes for various kinds of schools.

Records and reports: keeping registers; value and kinds of school records; forms of reports.

Examinations and other tests of progress.

School Law and Regulations and Public Health Acts and Regulations in so far as they refer to the duties of school boards, teachers and pupils.

The high school library: use of card catalogues, reference books, and periodicals; organization and administration of library; relation of school library to community; selection of books; reading room; relation of library to study period; care of books.

Books of Reference:

Regulations and Courses of Study for the Public, High and Continuation Schools of Ontario.

Ontario Schools Acts, and Public Health Act.

Ontario Normal School Manual: School Organization and Management.

Bennett: *School Efficiency.*

Bagley: *Class Management; School Discipline.*

Colvin: *Introduction to High School Teaching.*

Cubberley: *The Principal and his School.*

Hume: *The Improvement of the Elementary Teacher in Service.*

Johnston: *The Modern High School.*

Stout: *The High School.*

ENGLISH.

42. (1) *Literature.*—The place of literature in school courses; the principles followed in Ontario and elsewhere in arranging literature courses for schools; books suitable for intensive and extensive study in the various forms or grades of the school; class treatment of such types of literature as the short poem, the long narrative poem, the play, the short story, and the novel; examinations in literature; supplementary reading, its importance, selection of books, testing of reading.

The course in literature includes a consideration of the problems connected with the teaching of silent and expressive reading and voice training.

(2) *Grammar.*—The content and value of the course in grammar in Continuation and High Schools; the work to be covered in the Lower School; use of a text-book in grammar; terminology; the use of definitions; treatment of false syntax; methods of conducting instruction in grammar discussed and illustrated in lessons upon topics difficult of presentation.

DETAILS OF SUBJECTS.

(3) *Composition*.—The aim in teaching composition; principles to be followed in arranging a course; the place of rhetoric in the High School course; the use of models; choice and variety in subjects; assigning, valuing and correcting compositions; special problems of oral composition.

Books of Reference:

Ontario High School Grammar.

Ontario High School Composition.

Public School Manual in Composition.

Bolenius: *The Teaching of Literature in Grammar Grades and the High School.*

Dickie: *Modern Practice in the Teaching of Composition.*

Macpherson: *The Study of English Literature.*

Bolenius: *The Teaching of Oral English.*

Clark: *Interpretation of the Printed Page.*

Cook: *The Play Way.*

Fairchild: *The Teaching of Poetry in the High School.*

Haddow: *On the Teaching of Poetry,*

Lamborn: *The Rudiments of Criticism.*

Stone: *Silent and Oral Reading.*

Thomas: *The Teaching of English in the Secondary School.*

Webster and Smith: *Teaching English in the Junior High School.*

HISTORY.

43. The purpose of High School history; the tools of the teacher of history; High School courses in history and civics; methods of teaching; treatment of current events; collateral reading; note books; types of examination.

Books of Reference:

Public School Manual: History.

Tryon: *The Teaching of History in Junior and Senior High School.*

Barnard: *The Teaching of Community Civics.*

Dunn: *Social Studies in Secondary Education.*

Jarvis: *The Teaching of History.*

Johnson: *The Teaching of History.*

Lynch: *Individual Work and the Dalton Plan.*

Macpherson: *Visual Aids in the Teaching of History.*

Simpson: *Supervised Study in History.*

SEMINAR IN ENGLISH AND HISTORY.

(For Specialists)

44. *English:*

(a) A study of topics difficult of presentation in the English grammar, composition, and literature prescribed in the High School courses of study.

DETAILS OF SUBJECTS.

(b) A discussion of the organization of the course in English throughout the various Forms of the High School.

(c) A study of the methods of class-room procedure in the teaching of English, and of problems arising therefrom.

Books of Reference:

Chubb: The Teaching of English.

Boillot: *The Methodical Study of Literature.*

Hosic: *Reorganization of English in Secondary Schools* (Bulletin No. 2, 1917, Bureau of Education).

Leonard: *Essential Principles of Teaching Reading and Literature.*

Newbolt: *Report on the Teaching of English in England.*

Tomkinson: *The Teaching of English.*

Articles in "The English Journal" and other journals.

HISTORY:

(a) A study of topics difficult of presentation in the prescribed history.

(b) A discussion of the courses in history that are suitable for pupils of various ages, and of the corresponding methods of teaching.

(c) A study of the method of research in history. The preparation of short monographs on assigned topics.

Books of Reference:

Johnson: The Teaching of History.

Tryon: The Teaching of History in Junior and Senior High Schools.

Dunn: *Social Studies in Secondary Education* (Bulletin No. 28, 1916, Bureau of Education).

Hasluck: *The Teaching of History.*

Keatinge: *Studies in the Teaching of History.*

Articles in "History," "The Historical Outlook," and other journals.

MATHEMATICS.

45. *Arithmetic.*—A brief study of present-day movements in Arithmetic; the fundamental changes in the purpose and method of teaching arithmetic; the content selected for teaching; and the relation of arithmetic to the life of the child.

DETAILS OF SUBJECTS.

The origin of number ; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, illustrated and applied; the use of concrete material and apparatus; use of graphic methods; drill and devices to secure neatness, accuracy and rapidity of computation; importance, place, and treatment of mental arithmetic. Checking and verifying of results in arithmetic.

The value of problems; selection of problems; interest in problems for which the pupils themselves furnish the materials; where and how to assist pupils; type solutions; the unitary method, its merits and limitations; solutions by full analysis and by performing only necessary operations.

Fractions: (a) vulgar, different interpretations; numeration and notation; operations; conditions under which these operations can be performed; measures and multiples; (b) decimal; as special fractions and as complements of common notation; correspondence of methods with those of integers. Approximations.

Compound rules; tables of weights and measures; reduction; operations.

The metric system, when and how it should be taught.

Square root by factoring and by the formal method, illustrated geometrically and algebraically.

Commercial arithmetic: how to make topics like discount, stocks, exchange, etc., concrete to the pupil; use of tables in calculating interest, discount, taxes, etc.; commercial and business forms.

Mensuration; the application of arithmetic to space relations; theoretical and practical methods of obtaining formulae; practical problems to show the use of these formulae; the necessity of models in teaching mensuration.

Algebra.—Arithmetical algebra; transition from arithmetic to algebra; generalization of language and of method; the introduction and defining of symbols; the negative quantity; the simple rules; the distributive law, commutative law, index law, sign rule; the equation and its place in algebra; factoring; highest common factor and lowest common multiple; use of detached co-efficients; classes of simple equations; symmetry and its applications in elementary algebra; square root; method of dealing with problems and the object to be kept in view in their solution; verifying and checking results; correlation of algebra and geometry; graphical methods of illustrating formulae and of interpreting the roots of equations.

The theory of fractional and negative indices; surds and surd equations; quadratic equations of one and two unknowns; theory of quadratics; simple ratio and proportion.

DETAILS OF SUBJECTS.

Geometry.—Practical geometry to precede the theoretical; use of instruments; paper folding; necessity for accuracy; distinction between practical geometry and geometrical drawing; practical problems in the solution of triangles and in measuring heights and distances; limitations of appeals to the concrete; value of experimental proofs; need of clear and definite conceptions of the fundamental truths; the place of the definitions and axioms; when and how they should be introduced; the proposition; home-work and class-work; the analytic-synthetic method of dealing with propositions and deductions; the comparative values of propositions and exercises; how to get pupils to work original exercises; necessity of original work from the beginning of theoretical geometry; the indirect method of demonstration; methods of class teaching; importance of note-books for pupils' exercises; the grouping and relating of propositions; practical applications; algebraic solutions; Euclid's method compared with modern methods; method of teaching the more important propositions and exercises in Book I of the authorized text.

Books of Reference:

Public School Manual in Arithmetic.

McMurry: Special Method in Arithmetic.

Ligda: The Teaching of Elementary Algebra.

Lannes: The Teaching of Arithmetic.

Smith and Reeve: The Teaching of Junior High School Mathematics.

Taylor: Arithmetic for Teacher Training Classes.

Thorndike: New Methods in Arithmetic.

Young: The Teaching of Mathematics.

SEMINAR IN MATHEMATICS.

(For Specialists)

46. The seminar in Mathematics will discuss methods in Trigonometry and the more advanced parts of Algebra and Geometry; the order of presenting the parts of these subjects so as to secure the most logical and impressive relation among the parts; the relations of the subjects themselves; the place of the teacher in dealing with more mature minds; the history and development of such special topics as the algebraic equation, the vulgar and decimal fraction, loci, maxima and minima, theory of parallel lines, etc.; examinations in mathematics, their purpose, when they should be held, the character of the paper, methods of marking, etc.

Books of Reference:

Howell: A Foundation Study in the Pedagogy of Arithmetic.

Nunn: The Teaching of Algebra, including Trigonometry.

Thorndike: The Psychology of Arithmetic; The Psychology of Algebra.

Fink: A Brief History of Mathematics.

Schultze: The Teaching of Secondary Mathematics.

Articles in "School Science and Mathematics".

DETAILS OF SUBJECTS.

GEOGRAPHY.

47. Scope and Method of Geography: Relationship to other subjects of the courses of study; general methods of presentation with advantages and disadvantages of each method.

Regional Geography: Maps; different kinds, importance of each; map drawing; use of pictures, globes and other visual aids; use of text-books, readers, reference books; methods of treatment of typical regions.

Commercial Geography: Factors determining commerce; chief commercial commodities; geographical factors determining their production and distribution; relation of physical features to commerce; commercial geography of selected regions; methods of treatment of typical problems.

Physiography: Relation of physical to commercial and regional geography; importance of experimental work; use of such aids as contour, isobar, isotherm, and weather maps; interpretation of the physical geography of Ontario. A discussion of the method of treatment of topics difficult of presentation from the physical geography prescribed for the High Schools of Ontario.

Books of Reference:

Public School Manual: Geography.

Wallis: *The Teaching of Geography.*

Chisholm: *Handbook of Commercial Geography.*

Lake: *Physical Geography.*

Brown: *Principles of Economic Geography.*

SCIENCE.

48. The following are the main topics of the course:

A. Scope and value of the natural sciences; meaning of science and scientific method; educational value of science; inductive and deductive methods of investigation.

Experimental work; how conducted, how recorded; manipulation of apparatus; glass-working; making of simple apparatus; classroom discussion, its purpose, method, and relation to the experimental work; the use of text-books; note-books, method of inspection, drawing; reference books, most suitable books in each subject for the library; supplementary reading; methods in science of the Lower School, illustrated in lessons upon subjects difficult of presentation.

B. Laboratory equipment for the teaching of Elementary Science, and of Physics, Chemistry, and Biology; methods of demonstration; use of technical terms; theories, facts, scientific laws; text-books and reference books.

DETAILS OF SUBJECTS.

Chemistry: Order of treatment; introductory work. Methods of conducting instruction in Chemistry will be discussed, and illustrated in lessons upon subjects selected from such topics as the following: chemical laws and theories; valency; formulae and equations; nomenclature; qualitative and quantitative experiments; chemical arithmetic; the elements, with sodium and chlorine as types.

Physics: Methods of conducting instruction in the more difficult parts of the courses in heat, light, sound, magnetism, electricity, and mechanics will be discussed and illustrated in lessons upon subjects selected from such topics as the following: specific gravity, properties of liquids and gases, machines, temperature, specific heat, laws of reflection, images in mirrors and lenses, laws of vibrating strings with problems, interference of sounds, lines of magnetic force, relation between statical and current electricity, practical applications of electricity.

Biology: Dissection; experiments with plants; the microscope; aquaria and terraria; school museums; plant and animal ecology. Methods of conducting instruction in biology will be discussed and illustrated in lessons upon subjects selected from such topics as the following: relation of structure to function, animal and plant types such as the grasshopper, frog, hepatica, fern. This discussion will assume a practical acquaintance on the part of the student with the common plants and animals of Ontario.

The course will stress laboratory practice in each subject.

Books of Reference:

High School Manual: Suggestions for Teachers of Science.

Burlend: First Course in Zoology.

Gregory and Simmons: Lessons in Science.

Twiss: Principles of Science Teaching.

Lloyd and Bigelow: The Teaching of Biology.

Smith and Hall: The Teaching of Chemistry and Physics.

SEMINAR IN SCIENCE.

(For Specialists)

49. Manipulation: Practice with apparatus used in High School demonstrations; preparation of illustrative charts; the projection lantern; photography; preparation of lantern slides; care of aquaria and vivaria; growth of plants for experiments in vegetable physiology; collection and preservation of botanical and zoological material for Upper School work.

Equipment: Laboratory accommodation; arrangement of laboratories; lighting and ventilation; arrangement and structure of benches and other furniture; care and purchase of apparatus; chemicals and minerals, most suitable kinds, method of preparation and storage; reference works and periodicals in science for the High School library.

DETAILS OF SUBJECTS.

Methods of treating topics difficult of presentation in physiography, physics, chemistry, biology discussed, and illustrated in lessons selected from the following topics: geological history of the Great Lakes in its relation to the physical features of Ontario; geographical significance of minerals and rocks; protection and colour of animals; Mendelism; plants in relation to insects; form and colour of flowers; parasitic and saprophytic plants; insectivorous plants; laws of combination in chemistry; symbols, formulae, and equations; valency; atomic and molecular theories; Boyle's Law; Charles' Law; electron theory of matter; absolute temperature; relation of acceleration, momentum, force, and energy; surface tension; flow of liquids.

Books of Reference:

Ganong: The Teaching Botanist.

Ganot: Text-book in Physics.

Kerner: Natural History of Plants.

Davis: Natural History of Animals.

Laboratory Accommodation, Pamphlet No. 9 of Department of Education of Ontario.

Mann: The Teaching of Physics.

Mellor: Modern Inorganic Chemistry.

Twiss: Principles of Science Teaching.

U.S. Bureau of Education Bulletin 63, 1919: Natural Science Teaching in Great Britain.

U.S. Bureau of Education Bulletin 26, 1920: Reorganization of Science in Secondary Schools.

SEMINAR IN AGRICULTURE.

(For Specialists)

50. The history of agricultural education, especially in Denmark, the United States and Canada; methods of conducting laboratory and plot work; relation of the course in agriculture to vocational education; laboratory work.

Books of Reference:

Barkett, Stevens and Hill: Agriculture for Beginners.

Manual of Elementary Agriculture and Horticulture.

Marshall: Microbiology.

Plumb: Types and Breeds of Farm Animals.

Sanderson: Insects of Farm, Garden and Orchard.

Snydes: Soils and Fertilizers.

Warren: Elements of Agriculture.

Waters: The Essentials of Agriculture; Farm Management.

Note: Candidates for Specialists' certificates in Agriculture will take also the course in Science for High School Assistants.

DETAILS OF SUBJECTS.

CLASSICS (LATIN AND GREEK).

51. The relation of method in teaching Latin or Greek to linguistic method in general; the effect of the object of teaching Latin or Greek upon the method in various departments, such as oral reading, grammar, translation, sight reading, and the literary or historical content; illustration of methods in typical lessons.

Pronunciation; oral reading, sight reading, and English translation as prescribed for Normal Entrance or Pass Matriculation; general principles of word-structure and sentence-structure; word order; methods of teaching the parts of a lesson; the direct method; topics of inflection and syntax as found in the Latin and Greek Books; special emphasis on difficult topics.

The course will stress oral practice in Latin and Greek.

Books of Reference:

Bennett: The Teaching of Latin.

Chickering and Hoadley: Beginner's Latin by the Direct Method.

Gildersleeve and Lodge: Latin Grammar.

Westaway: Quantity and Accent in the Pronunciation of Latin.

Bristol: The Teaching of Greek.

Thompson: Homeric Grammar.

Goodwin: Greek Grammar.

Goodell: Greek Grammar.

Arnold: On Translating Homer.

Game: The Teaching of High School Latin.

SEMINAR IN CLASSICS.

(For Specialists)

52. In the seminar in Classics, topics are chosen germane to the teaching of Horace, Virgil, Cicero, Caesar, Xenophon, Homer, and continuous Latin prose composition. The following list will show the nature of the topics for discussion:

The teaching of Horatian metres; the poetic art of Horace; the translating of Horace into English prose; the use of metrical versions; certain Asclepiadean odes; the national odes; Horace's treatment of religion, death, friendship, and fortune; the selection of "fine lines"; the complete teaching of an ode of Horace; the appropriate commentary.

The difficulties in translating Cicero; the sequence of tenses in Caesar's indirect discourse; the teaching of Latin prose composition; the teaching of Xenophon in an honour class; the classical library.

Books of Reference:

Bennett and Bristol: The Teaching of Latin and Greek.

Articles in the "Classical Journal".

Seymour: Life in the Homeric Age.

The American Classical Investigation: Report, Parts 1 and 3.

DETAILS OF SUBJECTS.

FRENCH, GERMAN, OR SPANISH.

53. Introductory: Importance of the study of a modern language; aims of the study.

Study of Methods: A comparison of methods in view of the present conditions in the schools, *e.g.*, the age and attainments of pupils, the size of classes, allotment of time, text-books in use, regulations governing the teacher; illustrative lessons.

Pronunciation: Study of phonetics; theory and practice.

Elementary Classes: Classes conducted without a text-book; conversation lessons; how to make use of the objects of the classroom, pictures and drawings; unison work; variety and interest; dictation; note-books and their correction; picture lessons; necessity for thorough drill.

Grammar: Inductive and deductive teaching; grammatical rules and their value; special illustrative lessons on essentials.

Translation into English: Importance; aims; methods of conducting the recitation. Special consideration of selected passages from the Reader and the Authors prescribed for Junior Matriculation.

Composition to be based on models; free reproduction; original essays; writing of letters; methods of correction; training in the use of the dictionary.

The course will stress oral practice in each language.

Books of Reference:

General

Modern Language Instruction in Canada, 2 vols.

Handschin: Methods of Teaching Modern Languages.

Heath: Report of Committee of Twelve.

Modern Studies (British Parliamentary Commission, 1918).

Jespersen: How to Teach a Foreign Language.

French

Dumville: French Pronunciation.

Bond: Sounds of French.

Jack: French Pronunciation and Diction.

Gourio: Direct Method of Teaching French.

Lamb: Inductive French Grammar.

German

Bagster-Collins: The Teaching of German in Secondary Schools.

Bahlsen: The Teaching of Modern Languages.

Krause: Direct Method in Modern Languages.

Viëtor: German Pronunciation.

Spanish

Wilkins: Spanish in the High Schools.

DETAILS OF SUBJECTS.

SEMINAR IN FRENCH AND GERMAN.

(For Specialists)

54. The seminar will lay stress upon the consideration of the value, aims, and methods of linguistic training; the relation of linguistic training to literary culture; history of methods formerly employed in the teaching of modern languages in the secondary schools of France, Germany, Great Britain, and the United States; the necessity for better methods in Ontario; the Direct Method illustrated in the class-room; a study of French life, manners, and institutions; the importance of pronunciation; the value and use of phonetic symbols, use of phonetic charts and wall-pictures; typical lessons in advanced grammar, conversation, translation, sight reading, prose composition; free reproduction exercises, dictation, and audition; writing and correction of passages in French composition; consideration of books helpful to the teacher; the extent of the courses in the Upper School; writing essays on allotted subjects.

Books of Reference:

- Breul: The Teaching of Modern Foreign Languages.
- Henmon: Achievement Tests in Modern Foreign Languages.
- Kittson: Theory and Practice of Language Teaching.
- Moore: Modernism in Language Teaching.
- O'Grady: Teaching of Modern Languages by the Organized Method.
- Palmer: The Principles of Language Teaching.
- Palmer: The Scientific Study and Teaching of Languages.
- Siebs: Die Bühnenaussprache.
- Sweet: Practical Study of Languages.

VOCAL MUSIC.

55. (a) *First Class Public School Course.*

Tune: All intervals of the Major Diatonic Scale, from both the Tonic Sol-fa and staff; the relative minor; transition.

Time: Whole pulse, continued pulse, silent pulse, and pulse divided into halves, quarters, and thirds with the various combinations of these in simple and compound duple, quadruple, and triple times. All the above in both the Tonic Sol-fa and staff notations.

Ear-training in Time and Tune: Recognition of rhythm and tone, of short musical phrases when played or sung, and their expression in either notation.

Voice-culture: Breath-control, tone production, vowel-formation, enunciation of consonants, correct intonation, blending of registers, and general training for quality, range, and flexibility.

DETAILS OF SUBJECTS.

Sight-singing: Singing from pointing on modulator or staff. Singing at sight easy passages containing the varieties of time and tune mentioned above.

Songs: The study of songs, in one or two parts, suited to the requirements of pupils in various school grades; with special attention to accent, enunciation, phrasing, quality of tone and expression.

Notation: Elements of notation, both Tonic Sol-fa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Vocal Physiology: Anatomy of lungs, larynx, and resonating cavities; comparison of abdominal, intercostal and clavicular methods of breathing; action of vocal chords in production of tone and of the various vocal registers; influence of resonating cavities upon quality of tone and vowel; care of voice in speaking and singing.

Methods: The grading of school music to suit the development of the pupils and the methods of teaching both systems.

Books of Reference:

Cringan: The Educational Music Course.

Cringan: Teacher's Handbook of Tonic Sol-fa System.

Curwen: The Standard Course.

Curwen: The Teacher's Manual.

Hardy: How to Train Children's Voices.

Hulbert: Breathing for Voice Production.

Mason: How to Teach the Staff Notation.

(b) Course for Elementary Certificate.

Staff Notation and recognized methods of teaching it.

Sight Singing: Major and minor scales; modulation to related keys; rhythmic accentuation; measures, simple and compound; the pulse-unit and its varied divisions.

Ear Training: Tone perception and analysis; rhythm perception and analysis; writing melodies when sung, or played upon an instrument; naming chords when sung, or played upon an instrument.

Voice Training: Vocal physiology; breath control; vocal registers; resonance; enunciation and pronunciation; peculiarities of the child voice.

Harmony Analysis: Common chords and dissonances; harmonic progressions; passing notes.

Songs: Songs in unison and part-songs suited to the various grades; expression and interpretation; blending of voices in part singing; choral conducting.

Methods: Analysis of the course of instruction prescribed for schools; pedagogics of music teaching; preparation of lesson plans; practice teaching with classes of children.

DETAILS OF SUBJECTS.

Books of Reference:

- Curwen: How to Observe Harmony.
- Cringan: Teachers' Handbook of Tonic-Sol-fa.
- Cringan: The New Educational Music Course.
- Dunstan: A.B.C. of Musical Theory.
- Dunn: Solo Singer's Vade Mecum.

SEMINAR IN HOUSEHOLD SCIENCE.

(For Specialists)

56. Introductory: The development of Household Science, including a brief study of present day tendencies; its value and aims.

Methods: A study of courses for public, high and vocational schools; a discussion of various types of organization; methods of teaching; a study of the methods of class-room procedure and problems arising therefrom; allotment of time for different phases of the subject; textbooks; note books; preparation, use and care of illustrative material; examinations.

Class Organization: Government regulations; size of class; records.

Equipment: Types of equipment; cost, arrangement and inventory of equipment.

Books of Reference:

- Ontario Public School Manuals:* Household Science for Rural Schools, Household Management, Sewing.
- Brown and Haley: The Teaching of Home Economics.
- Hanna: Methods of Teaching Home Economics.
- Cooley, Winchell, Spohr, Marshall: Teaching Home Economics.
- Bevier: Home Economics in Education.
- Leake: Vocational Education.
- Brown and Others: Clothing Construction.
- Jordan: Clothing—Fundamental Problems.
- Syllabus of Home Economics: (American Home Economics Association).
- Vocational Homemaking Education (Teachers' College, Columbia University, New York, N.Y.
- Bulletins, Home Economics Series (Federal Board for Vocational Education, Washington, D.C.)
- Courses of Study: Ontario.

DETAILS OF SUBJECTS.

PHYSICAL EDUCATION

57. (a) *Course for Elementary Certificate.*

THEORY (For men and women):

(1) First Aid: The anatomy and physiology of the human body will be briefly outlined. First aid as applied to injuries received in the home, school, schoolyard, and athletic field will be considered fully. Camp and industrial injuries will be discussed also.

(2) Physical Education in the Educative Process: The relation of physical education to education in general; discussions of the place of Drill, Calisthenics, Apparatus Work, Games, and Physical Examinations in a school programme; intramural activities and interscholastic athletics; organization and administration of a Physical Education Department.

(3) Mass Athletics and Intramural Activities: A consideration of the problem of handling large groups effectively and arousing active interest of all students in athletic activities within the school; a study of various methods of reaching every student and establishing individual, class and school competition in physical activities.

(4) Health Talks: What the teacher can do to further good health in schools; subject matter for health talks by teachers: the place of food, exercise, sleep, hygiene in maintaining good health, preventive measures for pupils.

PRACTICE (For men):

(1) Gymnasium Tactics: Class formations to suit the many conditions found in the schools of the province; marching tactics; gymnastic nomenclature; proper use of the voice.

(2) Calisthenics: Elementary exercises with light apparatus, such as wands, dumbbells, clubs; freehand drills; body building and corrective work; practice teaching in calisthenics.

(3) Apparatus Work: Elementary training and practice teaching in exercises for the following apparatus: horse, parallel bars, mats, vaulting-bar, buck, rings, and suspended ladder.

(4) Group Games: Practice in games suitable to the classroom, school yard, gymnasium and playground.

(5) Team Games: Indoor baseball, volley ball, basketball.

(6) Track and Field Athletics: A course in training methods and correct form for all standard track and field events.

(7) Swimming: (a) The organization and administration of the "water gymnasium"; (b) Teaching Methods; (c) Life Saving Courses.

NOTE—In order to secure standing, students must be able to swim at least two kinds of stroke, such as the crawl and the back strokes.

DETAILS OF SUBJECTS.

PRACTICE (For women):

(1) General Gymnastics: Swedish and corrective exercises; posture, postural defects improved by gymnastic movements; calisthenic exercises with hand apparatus (wands, dumbbells, clubs, etc.); class formations and marching tactics; special class in physical training leading to the Strathcona Grade B certificate; practice teaching.

(2) Games: Gymnasium and playground group games; team games—basketball, softball, volleyball; emphasis placed on the above from the standpoint of the player; field and track activities.

(3) Apparatus: Exercises on the stallbars, suspended ladder, rings, with a view to the correction of postural defects in the school child; horse, parallel bars.

(4) National and Folk Dances: National and folk dances of various countries; technical exercises.

(5) Swimming: The principles of organization and administration of the water gymnasium and teaching methods; elementary strokes and practice teaching.

(b) *Course for Specialists' Certificate.*

THEORY (For Men and Women):

(1) Theory and Practice of Physical Education in Schools: A consideration of the growth of physical education in relation to general education; a further study of the organization of a Physical Education Department; programme of activities; construction and care of fields, courts, tracks and gymnasia; purchase and care of equipment; athletic associations; point systems; mass athletics; intramural activities; programmes for special occasions such as field days, festivals, gymnastic demonstrations; publicity, awards, managers.

(2) Physical Examinations, Anthropometry and Corrective Exercises: An elementary study of these three important phases of the modern director's duties.

(a) Physical Examination: A discussion of the parts of the body, a study of which is desirable; what to seek and the significance of certain conditions commonly seen in school children; the use of the stethoscope; a study of common spinal abnormalities; reaction of the heart to exercise.

(b) Anthropometry: Parts to be measured; inter-relation of various measurements; weight-height-age charts.

(c) Corrective Exercises: An outline of exercises and apparatus for correcting physical defects and faulty conditions commonly found in students, such as, drooping head, spinal curvatures, round shoulders, flat feet, malnutrition, constipation; diet for over- and under-weight children and adults.

DETAILS OF SUBJECTS.

(3) First Aid and Physiology of Exercise:

(a) First Aid: A further consideration of First Aid problems, with discussion of actual cases in students' experience.

(b) Physiology of Exercise: A study of exercise in the physical and mental processes and the causes of such conditions as fatigue, breathlessness, second wind, overwork, stiffness; the effect of play, exercise, work, and rest on the body.

(4) Athletic Training: An outline of methods used in conditioning athletes in preparation for various athletic contests. The lectures will cover the care of the athlete, and the effect of diet, sleep, bathing, massage and clothing in his training; minor injuries common to athletes, with their symptoms and treatment.

(5) Major Sports—Coaching Methods and Officiating: A comprehensive practical course to enable teachers to officiate in team games and to coach intelligently in basketball, rugby, baseball, hockey, track and field sports, with a consideration of such sports as boxing, tennis, skiing, soccer, lacrosse, handball.

(6) Playgrounds: A brief study of the theories of play; its nature; origin and growth of modern play movement. The playground as a social centre and described from the standpoint of location, equipment, activities, and administration.

PRACTICE (For men):

(1) Calisthenics: Practice teaching in calisthenic exercises continued.

(2) Mimetics: Fundamental movements of athletic contests adapted to class-room calisthenics.

(3) Corrective Apparatus and its use.

(4) Apparatus work: Practice and practice teaching in progressively difficult exercises for the horse, mats, parallel bars, horizontal bar, ladder, rings.

(5) Preparation of athletic displays.

(6) Coaching Course: Practice of the material given in the lectures on major sports.

(7) Minor Sports: Volley ball, hockey, boxing, singlesticks, handball.

(8) Swimming: (a) Instruction and practice in various strokes—racers' turns—special activities, etc; (b) Life-saving courses; (c) A talk on construction and equipment of the water gymnasium.

Note—Students in the Specialists' course should be able to swim at least two kinds of stroke in order to qualify for the practice work.

PRACTICE (For women):

(1) General Gymnastics: (a) A continuation of Swedish and corrective exercises. Calisthenics; exercises and drills with hand apparatus (wands, dumbbells, clubs, etc.). Class formations and marching tactics.

DETAILS OF SUBJECTS.

- (b) Mimetics. Fundamental movements imitative of athletic contests.
- (c) Practice teaching of the above gymnastics.

(2) Games: (a) Minor—team and group games; (b) Major—basketball, softball, volley ball, field and ice hockey. Emphasis placed on organizing, refereeing, and coaching the above games. (c) Field and track activities.

(3) Apparatus: Horse, parallel-bars, horizontal bar, mat exercises.

(4) National and Folk Dances: Including co-operative movements (advanced) and technical exercises (advanced).

(5) Swimming: (a) Instruction and practice in various strokes, special activities, etc; (b) life-saving courses; (c) the construction and equipment of the "water gymnasium."

Books of Reference:

Syllabus of Physical Exercises for Schools, 1919 edition.

May: Graded Exercises in Calisthenics and Gymnastic Apparatus for Junior High Schools.

Bancroft: Games for the Playgrounds, Home, and Gymnasium.

Staley: Games, Contests, and Relays.

Spalding's Athletic Library.

Skarstrom: Gymnastic Teaching.

Wittich and Reuter: Exercises on the Apparatus, Tumbling and Stunts.

Corsan: The Diving and Swimming Books.

The Royal Life Saving Society Handbook of Instruction.

Fisher and Fiske: How to Live.

Elsa Pohl: Manual of Dancing Steps.

Mitchell: Intramural Athletics.

Staley: Calisthenics.

Bonnie and Donnie Cotteral: Tumbling, Pyramid Building and Stunts for Girls and Women.

Knudsen: A Textbook of Gymnastics (new edition).

Jessie Bancroft: Posture of School Children.

Lippet: Manual of Corrective Gymnastics.

Crombie: 325 Group Contests for the Playground.

Spalding's Athletic Library: Track and Field Athletics for Girls.

Elizabeth Burchenal: Dances of the People, Dances of Denmark, Dances of the Homeland.

Louis Chalif: Folk Dances—Books I, II, III.

Cecil Sharp: Country Dance Tunes. Book of Instructions. Book of Music.

Hinman: Gymnastic Dancing—Clogs and Jigs, Volume V.

DETAILS OF SUBJECTS.

(c) *Seminar in Physical Education. (For Specialists under 16 (1)).*

Principles of selection and systematizing, grading and progression of activities; essentials for successful teaching; control and class management; methods and technique in class formations, commands, presentation of subject matter; aims and values; physical examinations.

Books of Reference:

Skarstrom: Gymnastic Teaching.

Knudsen: A Textbook of Gymnastics.

Bukh: Primary Gymnastics.

Staley: Calisthenics (modern methods).

Williams: The Organization and Administration of Physical Education

Bancroft: The Posture of School Children.

Bowen and McKenzie: Applied Anatomy and Kinesiology.

McKenzie: Exercise in Education and Medicine.

Bundy: Anatomy and Physiology.

Lovett: Round Shoulders and Spinal Curvature.

The American Physical Education Reviews.

ART.

58. (a) *Course for the Elementary Certificate.*

Drawing: Principles of drawing; freehand drawing from objects and natural forms; blackboard drawing; drawing common objects from memory; drawing from plants, trees, animals, insects, etc.; outdoor study; museum study.

Design and Applied Art: Principles of design; geometric basis of design; application of design to the decoration of objects; stencilling, wood block, printing, etc.; lettering—history, principles, practice.

Colour: Theory of colour; construction of colour chart and scales; spectrum standards—hue, value, intensity; water colour painting from still life objects.

Composition: Principles of composition; pictorial and decorative composition; line, tone and colour composition; poster making; practical applications.

Perspective: Principles of visual perspective; explanation of rules governing the appearance of objects; vanishing points—picture plane—horizontal, vertical, and inclined planes—eye level, etc.

Appreciation and History of Art: The origins of art and development of art through the ages; appreciation of art in relation to life—art gallery visits.

Methods of Teaching Art: Proper aims in teaching art; its relation to general education and to life; the school courses of study in art; necessary materials and apparatus and their use and care; the selection, preparation and care of specimens and models; a convenient division of the Courses of Study for purposes of teaching; the development of each division of the subject through different Forms, with due consideration of the underlying principles which it is expedient to teach in each Form; the interrelation of the different divisions of the subject; methods of presentation, mediums, and modes of expression suited to the different Forms; the use and value of drills and their proper time and place; correlation of art with other studies; division of the time given to art and the advantageous placing of the art period in the school time-table; points to be considered in the valuation of drawings; methods of examination; class criticisms and the selection of good examples of pupils' work for future use as illustrative material; the collection, preparation, and organization of illustrative material; useful accessories and helps; the discussion of difficulties and ways and means of obviating these.

(b) *Course for the Specialist's Certificate.*

Drawing: Drawing from natural forms; use of pen and ink, brush, charcoal, etc.; blackboard drawing—development of lesson subjects; drawing from memory; drawing from the living model; museum study and research; outdoor sketching.

Modelling: Modelling from the cast and from natural form; materials used in modelling; processes of casting and reproducing models by various methods.

Painting: Painting from flowers, landscapes, still life; watercolour painting.

Design: A review of the Elementary course with special emphasis on applied art; the preparing of designs suitable for association with the printed text—covers—title pages—book plates, initials—tail pieces, etc.; the practical application of design—stencilling, Gesso, jewellery making and other crafts.

Colour: Colour notation; exercises in colour harmony; colour balance; examples from nature and art; colour composition; practical problems in colour study from flowers and natural forms.

Composition: Principles of composition; elements of beauty of line, tone, and colour; figure composition and illustration; critical study of fine art in architecture, painting and sculpture; picture study and analysis.

Perspective: Theory of perspective; application of laws of perspective to the representation of objects, views, buildings—shadows, reflections, etc.

History of Art: Various aspects of the history of art—painting—sculpture—architecture; relation of periods to each other; history of applied art—furniture—stained glass—pottery, etc.; art gallery study—art appreciation in relation to life.

Methods of Teaching Art in Schools: The Regulations of the Department of Education; the real objects to be sought in the teaching of art, involving a consideration of its relation to the life of the student and to the interests of the community; the organization and equipment of classes; the care of materials and of drawings; the courses of study; a natural order and method of development of the subjects and the principles of these courses; methods of teaching form (including proportion and perspective), tone, colour, composition, decorative design, handling of mediums, and the appreciation of pictures; the preparation of studies for class work; the division of the time given to art; the correlation of art with other studies; conducting examinations in art; points to stress in criticising and valuing drawings; a discussion of teaching difficulties and methods of overcoming them; a description of teaching helps and where to secure them.

Books of Reference:

Ontario Teachers' Manual: Art.

Branch: Illustrated Exercises in Design.

Caffin: How to Study Pictures.

Cleland: An Explanation of the Munsell Theory.

Cross: Colour.

Cross: Light and Shade.

Dow: Composition.

Hatton: Perspective; Figure Drawing.

Littlejohn: The Art of Painting in Pastel.

Munsell: Colour Notation.

Norton: Freehand Perspective and Sketching.

Prang's Art Education for High Schools.

Reinach: Apollo—Story of Art throughout the Ages.

Seaby: Drawing for Art Students.

Simonds: Modelling in Clay and Wax.

Strange: Handbook of Lettering.

Taylor: Elementary Art Teaching.

COMMERCIAL SUBJECTS

Course for the Elementary Certificate:

59. (1) Stenography: Theory. The principles of the Isaac Pitman system of stenography.

(2) Stenography: Practice. Stenography: Writing business correspondence and legal documents from dictation at a speed of sixty words per minute; and the transcription of these shorthand notes on the typewriter at a speed of twelve words per minute.

(3) Typewriting: Copying, invoicing, billing, columnar statements, etc.

(4) Business Correspondence and Office Practice.

Business Correspondence: The place of correspondence in modern business; characteristics of a good business letter; various types of business letters.

Office Practice: Office department; office organization; handling the mail; filing; modern office labour-saving devices and their uses; business reference books. Candidates should make themselves familiar with the systems in operation in some of the larger modern offices.

(5) Bookkeeping: Theory.

Single and double entry; the use of single entry; the advantages of double entry; how to change from single to double entry.

The form and use of journal, cash book, bill book, sales book, purchase book and ledger. Preparation of the financial statement, showing losses and gains, summary of capital account, and assets and liabilities; the relation between these statements. Closing the books and continuing the record.

Principal and auxiliary books. The use of cash, bill, sales and purchase books as principal books and with various special columns. Sales, purchase and general ledgers, balanced together or on the self-balancing principle; the monthly trial balance.

The use of drafts in collections and payments. Bank transactions, including deposits and withdrawals, discounts, collections, bank collateral. C.O.D. sales, freight, cash discount, bad debts, bank reconciliation.

Division of merchandise and expense accounts into various subordinate accounts. Trading statement, profit and loss statement, balance sheet. Classification of items in the foregoing statements; percentage calculations.

Accounts of single proprietor and of partnerships. Winding up a business. Realization and liquidation account.

(6) Bookkeeping: Practice.

Making the proper records and preparing the financial statements from given data. Single proprietor and partnership organization.

(7) Business Papers and Business Law.

Business Papers: Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, cheques, bank drafts, draft requisitions, deposit receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills

of lading, freight bills, proxies, powers of attorney, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

Business Law: Negotiable paper, indorsement, acceptance, discharge, dishonour, protest, negotiability and assignability, accommodation paper; statute of limitations; statute of frauds; interest; legal tender, payments, collection of accounts; partnership, joint stock companies; insurance, liability as partner, shareholder, director, agent, indorser, etc.; contracts; property; mortgages; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant; principal and agent; master and servant; wills and succession duties; copyrights; trade marks, industrial designs, patent rights.

(8) Penmanship: Theory and practice of penmanship; position and movement; principles of letter formation; graceful, legible business writing; ledger headings, figures, marking.

(9) Mercantile Arithmetic: Interest, discount, commission, duties and customs, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, compound interest, exchange, practical measurements and the metric system.

Books of Reference:

Ontario School Bookkeeping—Second Course.

Eddis and Tindall: *Manufacturers' Accounts.*

Lisle: *Accounting in Theory and Practice.*

Klein: *Elements of Accounts.*

Sprott and Short: *Canadian Modern Accounting—Part I and Part II.*

W. H. Anger: *Digest of Canadian Mercantile Law.*

Acts: *The Bills of Exchange Act; The Bank Act; The Currency Act; The Dominion Companies Act; The Ontario Joint Stock Companies Act.*

McIntosh: *New Method Arithmetic.*

Crawford & Smith: *High School Arithmetic.*

The Ontario Writing Course—Book III.

The Ontario Teachers' Manuals—Writing.

Course in Isaac Pitman's Shorthand—New Era Edition.

Business Letters for Dictation.

James Wm. Taylor: *Commentary on Pitman's Shorthand.*

W. G. Edward: *Elementary Typewriting Course.*

W. G. Edward: *Advanced Typewriting Course.*

Charles E. Smith: *A Practical Course in Touch Typewriting.*

W. G. Edward: *Business Correspondence and Office Practice.*

Gardner: *Effective Business Letters.*

A. F. Sprott: *Office Routine (Forms and Supplies in Separate Package).*

COURSE FOR ORDINARY CERTIFICATES IN HOUSEHOLD SCIENCE.

CONDITIONS OF ADMISSION

A candidate for admission to the course for the Interim Ordinary certificate in Household Science should make application, not later than September 25th, on a form to be obtained from the Secretary of the Ontario College of Education and should submit with this application:

- (1) A certificate from a competent authority that she is a British subject.
- (2) A certificate from a clergyman or other competent authority that she is of good moral character.
- (3) A certificate from a physician that she is physically able for the work of a teacher and, especially, that she is free from serious pulmonary affection and from defective eyesight or hearing.
- (4) A statement signed by herself to the effect that she intends, when opportunity offers, to teach the subject of Household Science.
- (5) One of the following:
 - (a) An Interim or Permanent Second-Class or First-Class Public School or High School Assistant's certificate.
 - (b) A Kindergarten-Primary or a Kindergarten Director's certificate together with Normal Entrance or equivalent certificates under other names.

Candidates who fulfil the foregoing conditions of admission and who hold Elementary Certificates in Household Science will be exempted from attendance during the Autumn term.

FEES

- (1) The annual fee, which shall include tuition, laboratory supplies, and the use of the library, shall be \$25.00.
- (2) At the beginning of the session, a deposit of \$4.00 will be required from each student. This deposit, less the cost of equipment and apparatus that may have been destroyed, will be returned at the close of the session.
- (3) If a student who has been granted an Ordinary Certificate teaches the subject of Household Science in a school in the Provincial system during the year following the examination, the fee of \$25 will be returned to her on the report to the Minister of Education by the Inspector of Household Science that the work has been satisfactorily performed. Applications for such refunds should be made to the Deputy Minister of Education.

COURSE OF STUDY

The Course of Study for the Ordinary certificate in Household Science includes the following:

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

PART I

FOODS

Economics.—Marketing; points to be considered in selection; factors determining cost; saving of materials, fuel, and labour in preparation; care in the home; utilization of left-overs.

Food Values.—Composition of foods; requirements to maintain the body in health; factors influencing diet; digestion of foods; menu planning; diets for infants, children, and adults; special diets for use in the home care of the sick.

Preparation.—Scientific principles underlying methods of preparation; application of these principles by preparing food materials; practical and theoretical demonstration work; meal preparation (children's meals, home meals, the rural school lunch, etc.).

Table Service and Manners.

Special Schoolroom Methods.

CLOTHING

Selection.—Brief history of textile arts; source and properties of the principal fibres of commerce (cotton, linen, wool, silk, artificial silk); study of fabrics made from these fibres, emphasis upon prices, uses and wearing qualities; principles of design.

Construction.—Hand and machine sewing; use and care of sewing machine and its attachments; use of home and commercial patterns; application of constructive processes to simple articles; cutting and making simple garments.

Care.—Daily, weekly, and seasonal; removal of stains; repairing.

Special Schoolroom Methods.

HOUSEHOLD MANAGEMENT

The Home.—Function; responsibility of each member of the family; standards of living in relation to home life; responsibility of family to community.

The House.—Planning; furnishing; care (study of reagents, cleaning of metals, woods, textiles, laundry work); demonstrations; household administration (problems and technical procedures in the management of the modern home); household budget.

Sanitation.—Effect of environment on health; sanitary control of surroundings; disposal of waste.

Home Nursing.—Care of the infant, child, and adult; emergencies; bandaging.

Special Schoolroom Methods.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

ELEMENTARY APPLIED SCIENCE

Structure, life history, and economic value of bacteria and yeast; chemical composition and reaction of household materials; physiological values of foods and changes which they undergo in digestion, putrefaction, etc.; testing of water, carbohydrates, proteins, fats, vegetables, flours, cereals, baking powders, beverages, etc.

Scientific study of household appliances and equipment.

GENERAL METHODS IN HOUSEHOLD SCIENCE

Development, aims and scope of Household Science; educational value and relation to other subjects; study of types of pupils, schools and equipment; problems of organization; methods of presentation; planning of courses. General discussions.

PART II.

Observation and Practice-teaching will be provided in the Public and High Schools of Toronto and will include a minimum of six practice lessons per student with an equal number of periods for observation lessons.

EXAMINATIONS

(1) Candidates for Ordinary certificates shall pass in each of Parts I and II under the following conditions:

(a) Part I.

The following shall be the subjects in Part I with the maximum value for each subject:

Foods	(200)
Clothing	(200)
Household Management	(200)
Elementary Applied Science	(100)
General Methods in Household Science	(100)

The standing of candidates in the subjects of Part I will be determined by the sessional records and the final written examinations.

The sessional records, to which shall be allotted one-half the maximum value assigned above to each subject, shall consist of the daily credits and of the results of oral, written, and practical tests given throughout the session.

The final written examinations, to which shall be allotted the remaining half of the maximum value assigned above to each subject, shall include the following papers:

Foods, 2 papers.

Clothing, 2 papers.

Household Management, 2 papers.

COURSES IN HOUSEHOLD SCIENCE—*Continued.*

Elementary Applied Science, 1 paper.

General Methods in Household Science, 1 paper.

The pass standard in Part I shall be 50% of the marks assigned to each subject.

(b) Part II.

The standing of candidates in Part II shall be determined wholly by the sessional records. For this purpose the maximum value assigned to practice lessons shall be 300, and to observation lessons, 100.

The pass standard in Part II shall be 60% of the aggregate of the marks for the practice lessons and for the observation lessons respectively.

(2) (a) Candidates who pass in Part II and fail in not more than two subjects of Part I will be exempted from further attendance.

(b) All other candidates who fail to obtain the necessary final standing will be required to attend another session, beginning after the Christmas vacation.

(3) (a) Candidates who are exempt from attendance under (2) (a) above may complete their standing for a certificate by taking, at one annual examination, or, separately, at different annual examinations the examination, written or practical or both, in the subject or subjects in which they failed.

(b) The pass standard for candidates not in attendance will be the same as that for candidates in attendance, but no allowance will be made for sessional work in the case of those not in attendance.

CERTIFICATES

A candidate who takes the subjects and passes the examinations therein prescribed above shall be entitled to an Interim Ordinary Household Science certificate which shall be valid in these subjects in any Public, Separate, or High School of the Province, and will be made Permanent on the report of the Inspector or Inspectors concerned that the holder thereof has taught successfully the subjects thereof for at least two years.

The Interim Certificate may be renewed under conditions satisfactory to the Minister.

COURSES FOR DEGREES IN PEDAGOGY

The Ontario College of Education offers courses of instruction for the degrees in Pedagogy during the regular College Sessions and during Summer Sessions.

DEGREES OF BACHELOR OF PEDAGOGY (B.PAED.)

The degree of Bachelor of Pedagogy (B.Paed.) will be awarded under the following conditions:

1. The candidate shall hold an approved degree in Arts, Science, Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during two regular College Sessions or three Summer Sessions. A High School Assistant's, or First Class, or Second Class certificate valid in Ontario or a regular course in an approved training school for teachers will be accepted in lieu of attendance during one of these regular sessions or one of the Summer Sessions.

3. The course shall consist of three subjects to be taken in any order and to be selected from the following:

Group A.—Science of Education, Educational Psychology.

Group B.—History of Education, Educational Administration.

Not more than two of these subjects shall be taken during a regular Session and not more than one during a Summer Session.

Candidates who, under Section 2 above, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the three subjects, provided that the degree be awarded only to candidates who have taken the instruction and examinations in at least one subject in each of the two groups of subjects.

4. The examinations shall be held in May at the University of Toronto or in any other locality in the Province chosen by the candidate and approved by the Senate and under a presiding examiner appointed by the Senate, provided the candidate thereat defray the cost of the local examinations. The candidate shall send notice not later than the 15th day of March of his intention to take the examinations and of the locality he has chosen for such examinations.

5. The fee for registration is \$5. The fee for the Summer Session is \$10. The fee for the regular Session, which shall include the examination and library fees, is \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$20. All fees shall be paid to the Bursar with the application for registration or examination, as the case may be.

6. The standard for a Pass degree shall be 60 per cent. of the marks assigned to each subject. The candidate who obtains 60 per cent. of the marks of each subject, and 66 per cent. of the aggregate of marks, shall be awarded a degree with Second Class Honours. The candidate who obtains 60 per cent. of the marks of each subject and 75 per cent. of the aggregate of marks shall be awarded a degree with First Class Honours. On the report of the instructors concerned, a maximum of 40 per cent. of the marks in any subject may be assigned to the term work of the candidate.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

DEGREES OF DOCTOR OF PEDAGOGY (D.PAED.)

The degree of Doctor of Pedagogy (D.Paed.) will be awarded by the School of Graduate Studies under the following conditions:

1. The candidate shall hold an approved degree in Arts or Science or in the applied sciences of Agriculture, Engineering, or Commerce.

2. The candidate shall be in attendance at the Ontario College of Education during three regular College Sessions or four Summer Sessions. A High School Assistant's, First Class, or Second Class certificate valid in Ontario, or a regular Course in an approved training school for teachers will be accepted in lieu of the attendance during one of these regular Sessions or one of the Summer Sessions.

3. The Course shall consist of the four subjects and a thesis as defined in Sections 5 and 7. The subjects may be taken in any order, provided that not more than two be taken in any regular Session and not more than one in any Summer Session. Candidates who, under Section 2, are exempted from attendance during one regular Session or one Summer Session will be exempted also from the instruction and examination in one of the four subjects.

4. The examinations shall be held at such times and under such conditions as to date of application, place of examination, percentages, term work, etc., as obtain with the Bachelor's degree.

5. The candidate, after passing the prescribed examinations, shall also submit on or before March 1st a thesis on some educational topic selected with the approval of the Ontario College of Education. In valuing this thesis literary excellence, as well as the discussion of the subject, will be taken into account. After the examiners have reported in favour of the candidate's examinations and thesis, and before the degree of D.Paed. is conferred, the candidate shall furnish the Secretary of the School of Graduate Studies with four copies of the thesis, and shall make arrangements to publish the Thesis or an approved abstract thereof.

6. The fee for registration, if not already registered in the B.Paed. Courses, is \$5. The fee for the Summer Session is \$10; that for the regular Session, which shall include the examination and library fees, \$25. The fee for examination is \$3 for each subject. The fee for the degree is \$25. All fees shall be paid to the Bursar with the application.

7. Subjects of Instruction and Examination.

(a) The Science of Education, including a study of the philosophical, ethical, and sociological bases of education. (Two papers.)

(b) Educational Psychology. (Two papers.)

(c) The History of Education in Western Europe and North America in modern times, with special reference to Ontario, Great Britain, and the United States. (Two papers.)

(d) Educational Administration in Great Britain, the United States, France, and Germany, with special reference to the administration and organization of education in Ontario. (Two papers.)

EDUCATION FELLOWSHIPS

Four fellowships of not less than \$500 each are offered annually to teachers who undertake to pursue graduate work in Education leading to the degree of D.Paed. or Ph.D. On the recommendation of the instructors concerned these fellowships may be renewed for a second year. Applications for these fellowships should be addressed to the Dean of the Ontario College of Education not later than June 1st of each year.

The University of Toronto issues the following official publications, any one of which may be had on application to the Registrar of the University or to the Secretary of the Faculty respecting which information is sought:

Curriculum for Matriculation

Calendar of the Faculty of Arts

Calendar of the Faculty of Medicine

Calendar of the Faculty of Applied Science
and Engineering

Calendar of the Faculty of Household Science

Calendar of the Ontario College of Education

Calendar of the Library School

Calendar of the Faculty of Forestry

Calendar of the Faculty of Music

Calendar of the School of Graduate Studies

Calendar of the Faculty of Dentistry

Calendar of the School of Hygiene

Curriculum in Law

Miscellaneous Curricula—

Pharmacy, Agriculture, Veterinary Science,
Physical Education for Women.

Announcements—

Social Service, Public Health Nursing, Summer Session

Directory of Staff and Students

